Cummings, Martha E.

Thesis

1955

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Thesis

AN OFFICIATING TRAINING PROGRAM FOR HIGH SCHOOL GIRLS IN FIELD HOCKEY, BASKETBALL, AND SOFTBALL

Submitted by

Martha Elizabeth Cummings

(B.S., in Ed., Bridgewater State Teachers College, 1951)

In Partial Fulfillment of Requirements for the Degree

of Master of Education

1955

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First Reader: Clem W. Thompson

Assistant Professor of Education

Second Reader: James A. Wylie

Professor of Education

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CHAPTER I

INTRODUCTION

1. Statement of the Problem -

The establishment of a program of officiating skills, techniques, and rules for high-school girls in Field Hockey, Basketball and Softball.

2. Justification

Due to increasing interest in the field of girls' athletics, the number of trained officials has been inadequate to meet the demand. The National Section for Girls' and Women's Sports states, "The one purpose of [1/] sports for girls and women is the good of those who play." A thorough knowledge of the rules, on the part of the officials in charge of girls' and women's matches aids in making the above standard possible.

The purpose of this study is to suggest a method to aid in reducing the shortage of women's officials, and to offer a new and challenging area of study to the girls' high-school curriculum in physical education.

Our main purpose is to give girls the basic facts in officiating skills as background material. At the same time,

1/Grace Fox (Editor), "Standards in Sports for Girls and Women," NSGWS Basketball Guide (1953), AAHPER, Washington, D. C., P. 114.

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the course devotes a great deal of time to the development of team skills by actual class participation in the sport.

Activity should at all times be one of the major considerations of the instructor. High-school girls are not ready for and will not tolerate great periods of time discussing rules. They want action! The students are ready to begin looking for fouls if they have been exposed to the basic rules throughout the physical education curriculum.

It is obvious that every girl will not be able to master the officiating skills in order to become an intramural official. Perfection of the knowledge of the many exceptions to the rules comes as a carry-over product after graduation. Nevertheless, the educational values of the course warrant its inclusion in a high-school physical education curriculum. Leadership, fair play, honesty and cooperation are only a few of the possible indirect learning products.

3. Description of Situation

The success of this proposed program depends, to a great extent, upon the student's previous exposure to the rules and strategy of basketball, softball, and field hockey. Assuming that the student has been subjected to progressive units in the mentioned areas since the eighth grade, she should look favorably and preparedly towards the study of officiating.

The proposed program is offered here for senior high school girls. The primary purpose of the course is to arouse an

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interest and develop skill on the part of the student in officiating. The aim of the program is to produce as many intramural rating holders as possible with the sincere hope that upon graduation from high school, the desire to become a fully rated official will be realized.

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CHAPTER II

GENERAL ORGANIZATION AND TECHNIQUES FOR OFFICIATING

1. Class organization

The general organization of a class period should include the introduction of new material, review of previous material, and class participation in the sport using students as officials. The general organization of a class period is as follows:

Dressing	five minutes
Review of signals	five minutes
Scoring	ten minutes
Participation in sport with officials	fifteen minutes
Showering and dressing	ten to fifteen minutes

The time devoted to officiating will necessarily increase as the unit progresses since the inclusion of new material and review skills will be greatest at the beginning of the course.

2. Kodachrome Slides

Slides play a very vital role in the areas of stimulating interest, saving time, and in increasing the student's officiating reaction. For example, during the five minutes devoted to review, considerable time is saved by showing a slide to

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demonstrate the rule infraction. The student then blows the whistle, makes the proper arm signal and names the foul. Slides may be used to show positions of officials and followed by student imitation will save considerable instruction on the part of the teacher.

3. Magnetic Model Board

Another valuable aid to the course is the magnetic model board.[1/] Diagrams of courts and fields, positions of players, and a visual realization of where the ball will be in the ensuing play are extremely helpful to the beginning official.

1/ For construction plans refer to John A. Friedrich, "Audio Visual Materials," Journal of the American Association for Health, Physical Education and Recreation, Washington, D.C., April, 1953, p. 56.

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CHAPTER III

HIGH SCHOOL FIELD HOCKEY OFFICIATING UNIT

I. Preliminary Teacher Planning

1. Aim . . . . . The purpose of this unit is to train and develop officials for girls' field hockey, and to offer a new and challenging area of field hockey to high-school senior girls.

2. Materials . . .

   a. Field Hockey field

   b. 12 hockey balls

   c. student-owned whistles

   d, rule books or rule outlines

   e. pinnies

   f. hockey sticks

   g. shin and goalie guards

3. Delimitation . .

   a. Background information

   b. Requisites of a good official

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b. Requisites of a good official

c. Officiating techniques

d. Signals

e. Fouls

f. Scoring and Timing

g. Officiating

4. Probable Incidental and Indirect Learning Products

a. appreciation of officiating and of officials

b. alertness

c. leadership

d. dependability

5. Visual Aids . . .

a. Movies . . . refer to NSGWS Guide, 1954-1956. pages 23, 40

b. Rules Charts (edited by Margaret Meyer) . . Material Distributor, Mary Goess, Hofstra College, Hempstead, N. Y. (25¢ copy)

c. Bulletin materials

1. post score sheet
2. NSGWS articles (refer to current guide)

d. "Celebrities"

1. Invite rated umpires to come and demonstrate.

c. Officiating techniques

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6. References . . .

a. Student
1. NSGWS field hockey rules 1/

b. Teacher
1. Refer to bibliography

II. Orientation Phase

1. Background Information

a. Issue rule books to students. (Mimeographed sheets should be issued if guides are not available.)

b. Explain requirements for the intra-mural rating fully:

1. Minimum grade . . . . 70 in the current written examination

2. Be approved by at least one umpire who holds a Local A rating

3. Age . . . (Any high school student)

4. Duration . . . (one year from date of issue)

5. Fees . . . no fee may be charged; may officiate only at the school currently enrolled

c. Explain the organization of the class period:

1. A brief review of signals, rules, or conduct will be held at the beginning of the period.

1/ Field Hockey-Lacrosse Guide, National Section for Girls' and Women's Sports, 1201 Sixteenth St., N.W., Washington, D. C. (75¢ each)

6. Preferences . . .

a. Student

1. Model Trial Hearing rules 1/

b. Teacher

1. Refer to bibliography

II. Orientation Phase

1. Professional Information

a. Issue rule books to students. (Mimeographed sheets should be issued if guides are not available.)

b. Explain requirements for the inter-mural testing fully:

1. Minimum grade . . . . 70 in the current written examination

2. Be accompanied by at least one teacher who holds a local & rating

3. Age . . . (Any high school student).

4. Duration . . . (one year from date of issue)

5. Cost . . . no fee may be charged; any officials are only as the school currently enrolled

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1/ Girls Senior-Leagues Guide, National Section for Girls' and Women's Sports, 1201 Sixteenth St., N.W., Washington, D. C. (75¢ each)

2. The remainder of the time will be spent having members of the class officiate, time, score and actually play field hockey.

3. An occasional quiz will be given on rules and signals, based on the reading assignments.

2. Requisites of a good official

a. Proper attitude

b. Appreciation of the game

c. firmness

d. confidence

e. discretion

f. knowledge of the rules and techniques

g. good health

h. proper equipment

The umpire's attitude toward the game must be one of friendly cooperation. At all times, it is essential to remember the game is for the players rather than for the officials! However, the players will only enjoy a game that is properly officiated.

A good field hockey umpire must have an appreciation of the game. On many occasions, the whistle is held in order to insure proper advantage to a team.

1/ Hockey, How To Coach, Umpire and Organize, International Federation of Women's Hockey Associations, 24 John St., Bedford Row, London, W. C. I., England, 1952.

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Confidence will come only as a result of complete knowledge of the rules. Even then, much can happen in a game! Discretion and common sense many times are the only solutions to arising situations.

Good health is vital to good umpiring. In order to successfully keep on line with the ball, withstand the sun's rays, and the late season's cold blasts, physical fitness is essential!

Personal equipment includes such items as a blazer, full skirt, low-heeled shoes, whistle, suitable eye-shade, rule book, and watch.

3. Officiating Techniques 1/

a. Preliminary Arrangements

1. Note the time, place and playing teams when accepting a game. A substitute umpire should be arranged for the game in case of inability to do the contest.

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b. Before Starting Game

1. Arrive fifteen to twenty minutes before game time.
2. Introduce yourself to the coaches.
3. Confer with other official on allocation of duties and essential techniques.
4. Examine playing equipment and Field.
5. See that scorers' and timers' table is at least three feet back from the sideline opposite the fifty-yard line.
6. See that scorers and timers know their duties.
7. Ask official timer to stand close to the nearer umpire, during the last thirty seconds of play at half-time and at the end of the game.
8. Explain signals to be used.
9. Be sure the striking circle is properly marked.
10. Meet captains.
    a. Toss coin for choice of ends.
    b. Determine length of halves and length of time between halves.
    c. Explain signals to be used.
    d. Explain how players should react to signals
    e. Express willingness to explain interpretation of a decision between halves.

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e. Express willingness to explain interpretation of a decision between halves.

f. Ask captains whether players want the name of the foul called.

g. Secure game ball from the home coach. 1/

c. Duties of Officials

1. Two officials are strongly urged for each game. However, in the event only one umpire is engaged, there should be two linesman to aid in giving decisions when the ball passes over the end or side-lines.

2. The following points should be clarified when there are two umpires:

a. Decide which side of the field is to be taken by each. Each umpire is responsible for the territory on her right between the center line and the end line. In addition, umpires call roll-ins all along their respective side line.

b. Decide how center bullies are to be called. Umpire near timers takes all center bullies during first half and the one starting the second half.

c. Decide by whom substitutes are to be recognized. Umpire nearest the timers is the one to do this.

d. Umpires do not change sides during the game.

I/q- Ibid, pp. 43,77

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1/d- Ibid. pp. 45,77

3. Position on the field.

Plate I . . . . Position of umpire on the field

a. Positions of umpires are similar to those of basketball officials in that an imaginary diagonal line is maintained. Umpires should rarely be opposite each other. In fact, when the ball is in the other half of the field, the umpire should not go beyond the center line. A long defensive drive may take the play quickly into her territory.

b. Each umpire should call fouls in the other half of the field whenever she feels certain the other umpire cannot see them.

c. It is vital that both umpires keep outside the alley out of the way of the players.

d. Constant running is essential in order to keep slightly ahead of the ball.

e. When play is centered in the striking circle, stand on the goal line.

f. For roll-ins in own half of the field, the umpire should stand on the spot where the roll-ins is to be taken.

g. For roll-ins in the other half of the field, the umpire should get into position to see that the roll-in is taken correctly.

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h. For free hits, stand opposite spot where ball is to be placed. Anticipate the play and move in direction ball is to be hit.

i. For a corner or penalty corner taken on the opposite side of the field, move in to see that requirements for a legal corner are fulfilled.

j. For a corner or penalty corner taken on the nearer side of the field, stay behind goal line until ball has been played. Then move onto field to see resulting action.

k. Stand nearer the goal in your own end than the ball on center or 25-yard line bullies.

l. Stand on the field for a penalty bully in order to see the play clearly. However, keep out of the way of the players.

d. <u>To Start Game</u>

1. Check to see that all players are in position and on side, and that the game ball has been placed in the center circle.

2. Umpire on side of timers and scorers says, "Captains ready, scorers and timers ready, time-in with the whistle."

a. Other umpire stands slightly toward goal in her half of field to watch the bully.

h. For free hits, stand opposite spot where ball is to be placed. Anticipate the play and move in direction ball is to be hit.

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a. Other umpire stands slightly toward goal in her half of field to watch the bully.

e. Center Bully

1. Taken by umpire nearest timers and scorers during all of first half and first bully of second half. Umpire on opposite side of field from timers should take all other center bullies.

f. Goals

1. Either umpire raises one arm upward with one finger extended, if goal is scored under the bar to her right. A long blast of the whistle is given.
2. Umpire nearest the ball secures it and rolls it to the two centers.
3. Umpire on scorers side informs scorer as to who made the goal if necessary.

g. Roll-In

1. Blow whistle, indicate verbally the team to take the roll-in, and stand on the spot roll-in is to be taken.
2. Ask players to raise hand when they cause the ball to go out of bounds.

h. 25 yd. bully

1. Blow whistle, call out "25 yd. bully," and take a position slightly nearer the goal in your half than the ball.

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i. Fouls made outside of the striking circle

1. Umpire in half of field where foul occurred blows a short, sharp blast. For intra-mural games, name the foul, and quickly stand opposite the spot where free hit is to be taken. Arm signal should be made when foul is called.

2. Other umpire may assist by standing opposite the official calling the foul, and by giving direction ball is to go.

j. Foul made by attacking team within circle

1. Blow whistle immediately, name foul, and call, "Free hit defense." Make certain ball is in correct position, give arm signal, and stand near side-line.

k. Foul made by defense within circle

1. Blow whistle, if other team does not gain an advantage, call either "penalty corner," or "penalty bully," and stand behind goal line in order to see play more accurately.

l. Ball sent over end-line unintentionally by defense

1. Blow whistle, call out "Corner," and take a position behind the goal line.

m. Substitution

1. Umpire near scorers and timers must recognize substitute. Umpire should call penalty

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m. Substitution

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corner for failure of substitute to report to scorers.

n. Time-out

1. In case of an injury, the whistle should be blown at once.

2. To resume play, the ball is bullied on a spot selected by the umpire in whose half the injury occured, provided bullies or corners have not been awarded. The whistle is blown to signal time-in.

o. End of Game

1. Blow whistle

2. Check and announce final score

3. Sign scoresheet

4. Return ball to home team

II Laboratory Phase

1. Core Activities . . . Signals

a. goal . . . raise one arm upward and extend one finger

b. free hit . . . raise arm sideways shoulder height pointing in the direction the hit should be taken. Take stand quickly on a line opposite the point where the ball should be placed for the hit when the hit is to be taken in your half of the field.

corner for failure of substitute to report to scorers.

n. Time-out

1. In case of an injury, the whistle should be blown at once.

2. To resume play, the ball is bullied on a spot selected by the umpire in whose half the injury occurred, provided bullies or corners have not been awarded. The whistle is blown to signal time-in.

o. End of Game

1. Blow whistle

2. Check and announce final score

3. Sign scoresheet

4. Return ball to home team

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b. free hit . . . raise arm sideways shoulder height pointing in the direction the hit should be taken. Take stand quickly on a line opposite the point where the ball should be placed for the hit when the hit is to be taken in your half of the field.

Formation

1. Line up two teams for an official game. (This may be accomplished in the gymnasium by using hockey sticks and a bean bag).
2. Order of progression
   a. Instructor demonstrates and explains the two arm signals.
   b. Entire class imitates the signals.
   c. Assign two student umpires to the game, and have them take correct positions for the start of a game.
   d. The teams remain in place, as the instructor throws the bean bag to a specific spot. This signifies a foul committed in the spot where the bean bag stops. Immediately, the umpire in whose half the "foul" occurred, blows her whistle, makes the proper signal, and moves quickly to the point opposite where the bag should be placed for the free hit. The instructor follows the same procedure with the other umpire.
   e. Change umpires, and this time allow class to "play" field hockey. The instructor should informally consult with the official regarding officiating mistakes.

Formation

1. Line up two teams for an official game. (This may be accomplished in the gymnasium by using hockey sticks and a bean bag).

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e. Change umpires, and this time allow class to "play" field hockey. The instructor should informally consult with the official regarding officiating mistakes.

f. This exercise should be brief and to the point. Do not allow each student to be umpires at this particular stage of the unit.

2. Breach of Rules 1/

a. Bully

b. Goal

c. Roll-in

d. Corner

e. Penalty Corner

f. Penalty Bully

g. Free hit

Formation

1. Select seven student leaders to head each of the above mentioned areas. The leaders must be well instructed previous to the class meeting for best results.

2. Provide each leader with a card listing the violations for the particular area she is to cover.

Example:

Bully Leader 2/

1. Following are situations causing a breach of the bully rule:

1/ Explanation of breach of rules found under each rule number, pp. 79-89, in Guide.

2/ NSGWS Guide, op. Cit., p. 79

f. This exercise should be brief and to the point. Do not allow each student to be umpires at this particular stage of the unit.

2. Breach of Rules [1]

a. Bully

b. Goal

c. Roll-in

d. Corner

e. Penalty Corner

f. Penalty Bully

g. Free hit

Formation

1. Select seven student leaders to head each of the above mentioned areas. The leaders must be well instructed previous to the class meeting for best results.

2. Provide each leader with a card listing the violations for the particular area she is to cover.

Example:

Bully Leader [2]

1. Following are situations causing a breach of the bully rule:

1\ Explanation of breach of rules found under each rule number, pp. 79-89, in Guide.

2\ NSGWS Guide, op. cit., p. 79

a. Players not standing squarely facing either side line.

b. Not striking alternately three times first the ground on her own side of the ball and then her opponent's stick.

c. Using the rounded side of the stick for contact with opponent's stick.

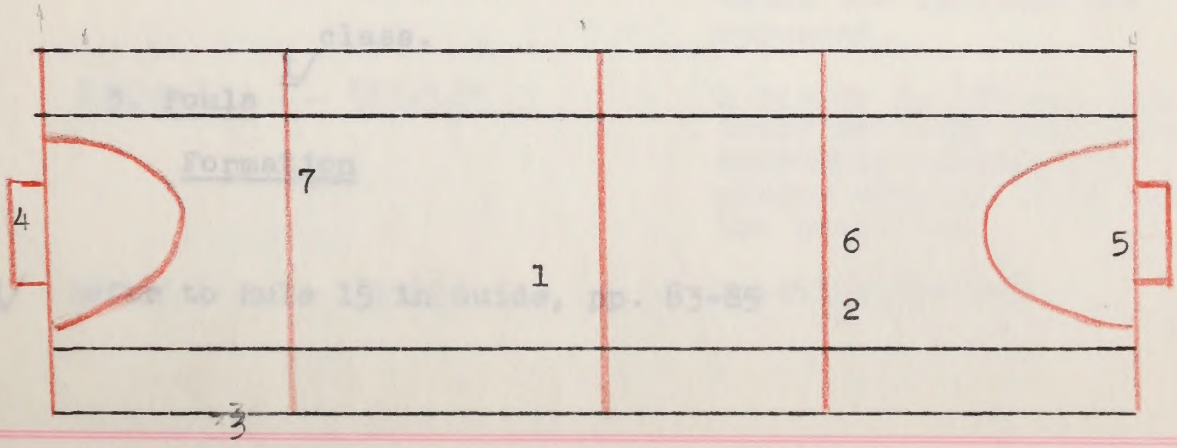
d. Members of either team standing less than five yards of the ball.

e. Taking a bully nearer than five yards from either the goal or side lines.

2. For any breach of this rule the bully is taken again.

3. Breach of the other mentioned rules may be found by consulting the rule book.

4. Divide the class into seven groups. In each group, the student leader demonstrates and explains the violations by using members of the immediate group. Rotate groups on signal from the instructor.



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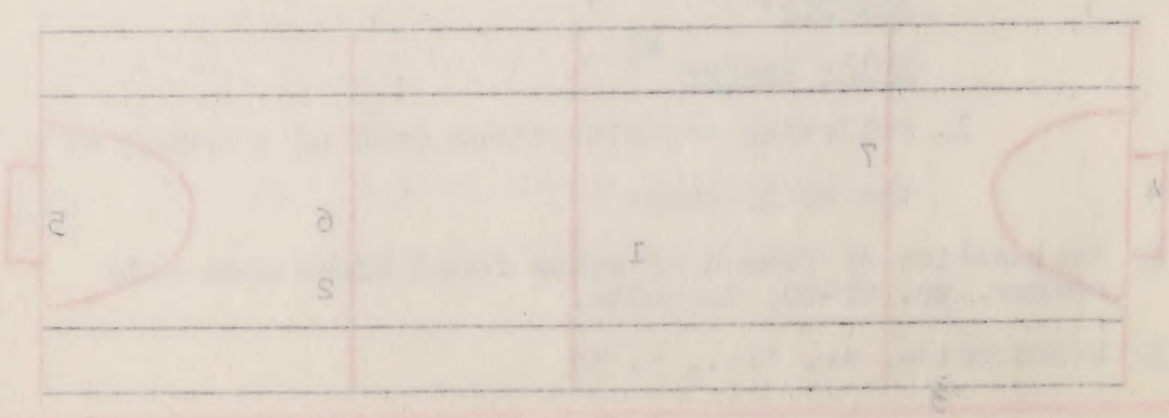

5. When the rotation of the groups is completed, the instructor calls the entire group together and asks the decisions for spot situations.

   Example:

   Instructor asks, "On a free hit, the striker plays the ball again before it has been touched or hit by another player." The class then responds as a group by blowing the whistle, and giving the proper arm signal.

   a. Instructor must specify whether the breach occurred inside or outside of the striking circle.

   b. Such a drill is essential to a mastering of the violations involved in field hockey. However, in addition to the student leaders' demonstration and the instructor's spot questions, it is essential that the student read and study the rule book, or the rule outlines. Specific assignments should be made by the instructor for each officiating class.

3. Fouls 1/

   Formation

1/ Refer to Rule 15 in Guide, pp. 83-85

5. When the rotation of the groups is completed, the instructor calls the entire group together and asks the decisions for spot situations.

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Instructor asks, "On a free hit, the striker plays the ball again before it has been touched or hit by another player." The class then responds as a group by blowing the whistle, and giving the proper arm signal.

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3. Fouls 1/

Formation

1/ Refer to Rule 15 in Guide, pp. 83-85

a. Class drill on recognition of the fouls may be accomplished by showing slides indicating the fouls. The slides are only typical of one phase of a common foul. A verbal explanation should accompany the first showing of the slides.

Foul	Explanation
Plate 2 . . . Sticks	The stick may be raised to shoulder level, but not above. Watch the back swing as well as the follow through.
Plate 3 . . . Kicking or Advancing	The ball may not be moved in any direction except with the stick. Kicking the ball with the foot constitutes a foul.
Plate 4 . . . Dangerous Hitting	This foul occurs when a player undercuts the ball, hits the ball squarely into an opponent at close range, or makes any lofted, hard shot.
Plate 5 . . . Interfering with Sticks	Contact with an opponents stick by striking, hooking, lifting or holding.
Plate 6 . . . Obstruction	Impeding the progress of an opponent by being between the ball and the opponent.
Plate 7 . . . Offside	A player is offside when there are less than three opponents between the player with the ball and the goal line.
Plate 8 . . . Hands	Catching the ball

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Foul	Explanation
Plate 9 . . . Rounded Side of Stick	Deliberately hitting or stopping the ball with the rounded part of the stick.
Plate 10. . . Hitting Between Feet	A player may not hit or pass the ball between her feet.

b. At the next showing of the slides no verbal explanation is necessary. Rather, the class is now ready for drill in recognition of the foul.

1. First show slide and have class respond orally as to the name of the foul.
2. Secondly, with whistle in mouth, class blows whistle, names foul and gives arm signal.
3. Frequent use of the slides at the beginning of class periods will aid in increasing the student's reaction time in the use of the whistle and in the recognition of the fouls.

4. Scoring 1/
   a. players' names and positions
   b. goal
   c. halves
   d. time of halves
   e. Notify umpire when a sub. enters game without reporting

   Formation

   1. Not much time should be spent on scoring since in field hockey it is not at all complicated.

1/ Sample Score Sheet in Appendix

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1/ Sample Score Sheet in Appendix

2. Distribute individual scoresheets to class.

3. Explain the scoresheet to the class, and at the same time fill in the master scoresheet on the blackboard.

4. Check each scoresheet for accuracy.

5. <u>Timing</u>

a. game time-- maximum, sixty minutes; minimum, thirty minutes.

1. High school games should be shortened to twenty minute halves.

b. five to ten minutes between halves.

c. timers should be provided with a horn, and they should follow the umpire down the field the last thirty seconds of each half to be certain the game play is stopped punctually.

d. Main stopwatch

e. Second stopwatch

f. Start the official watch:

1. At sounding of the umpire's whistle at the beginning of each half.

g. Stop the official watch:

1. In case of an accident

2, Unusual delay in recovering the ball after a goal has been made.

3. Any reason deemed necessary by the umpire.

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Formation

1. In a game situation, demonstrate and explain the starting and stopping of the official watch, using student officials and timers.

6. Umpiring

a. Assuming that the student now has a thorough knowledge of the rules, observation skill in detecting fouls, and confidence enough in her whistle to blow loudly and to signal clearly, practical officiating experience is essential! The student should be encouraged to umpire as many intramural games as possible.

b. A properly organized class period can also be used to advantage. Students playing field hockey in the class have an opportunity to improve the necessary team skills, and at the same time the game serves as a laboratory for the beginning umpire.

1. Arrange students in partners for umpiring practice.

2. Arrange for two timers and two scorers, and seat them in an appropriate place.

3. Remainder of class participates in the actual game.

4. Change timers, scorers and umpires two to three times in a class period. In this way,

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you are offering both officiating instruction and activity to the class members.

5. The instructor should follow the umpires up and down the field, coaching and offering constructive criticism.

7. General coaching suggestions for officials

a. An umpire should remain calm, decide on a line of action, and be definite in giving the decision.

b. Be on the lookout for anything dangerous or likely to lead to dangerous play. Concentrate at first on essentials, such as obstruction, pushing, uncontrolled hitting, obvious off-sides.

c. Concentrate on blowing the whistle, and do not worry about the advantage rule until you are more experienced. However, if the attack fouls in the striking circle, blow the whistle immediately. (If the defense fouls in the striking circle, the whistle should be held, in order to see whether or not the attack can gain an advantage).

d. Concentrate on the ball and the play of the moment. Do not dwell on past decisions.

e. How and when to blow the whistle:[1/]
1. Blow the whistle with a short, sharp, decisive blast on the following occasions:

a. To start the game at all center bullies
b. When a foul is made
c. For time-out

1/ Refer to Guide, p. 46

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d. For time-in
e. To start and finish penalty bully
f. When game restarts with 25-yard bully after penalty bully
g. To recall ball
h. When ball goes out of bounds

2. Use a long blast of the whistle:

a. When a goal is scored
b. At half-time and at end of game

3. Use a series of short blasts of the whistle when the first whistle has not been heard.

f. Encourage honesty and good, clean playing from the players.

B. Optional Related Activities

1. Student Officiating Clinics

a. Invite local high schools to attend and participate in a field hockey officiating clinic sponsored by the class. Umpiring techniques and procedures, field hockey tournament with student umpires, and a social hour might highlight such a day.

C. Evaluation Phase

1. Administer the USFHA [1/] written examination

2. Administer the USFHA practical examination to students receiving a minimum grade of 70 on the written examination.

3. Distribute Intra-Mural Rating cards similar to the following:

1/ United States Field Hockey Association (copy of test in appendix)

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----------High School

This is to certify that

Jane J. Doe

is an Intra-Mural Official
Field Hockey

Date Instructor

----------High School

This is to certify that

_____Jane J. Doe_____

is an Inter-Mural Official
Field Hockey

Date Instructor

CHAPTER IV

HIGH SCHOOL BASKETBALL OFFICIATING UNIT

I. Preliminary Teacher Planning

1. Aim . . . . . The purpose of this unit is to aid in producing officials for girls' basketball, and to offer a new and challenging area of basketball to high-school senior girls.

2. Materials . . .

   a. Basketball court

   b. four to six basketballs

   c. two timers

   d. individual score sheets

   e. student-owned whistles

   f. rule books or rule outlines

   g. pinnies

3. Delimitation . .

   a. Background information

   b. Requisites of good official

   c. Officiating techniques

   d. Signals

   e. Violations

   f. Fouls

   g. Scoring

CHAPTER IV

HIGH SCHOOL FACSIMILE OFFICIATING UNIT

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2. Materials . . .

   a. Basketball court
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   a. Background information
   b. Requisites of good official
   c. Officiating techniques
   d. Signals
   e. Violations
   f. Fouls
   g. Scoring

h. Timing

i. Officiating

4. Probable Incidental and Indirect Learning Products

a. appreciation of officiating and of officials

b. alertness

c. leadership

d. dependability

5. Visual Aids . . .

a. Movies . . . refer to NSGWS Guide, 1955, page 36

b. Charts . . . Technique charts . . NSGWS, 1201 16th Street, N. W., Washington, D. C. ($1.50 set)

c. Bulletin materials

1. post score sheet
2. tips to timers and scorers
3. NSGWS articles (refer to current guide)

d. "Celebrities"

1. Invite rated officials to come and demonstrate.

6. References . . .

a. Student

1. NSGWS basketball rules reprint section 1/

1/ Order from: National Section for Girls' and Women's Sports, 1201 Sixteenth St., N. W., Washington 6, D.C. (10-49 copies, 20¢ each).

h. Timing

i. Officiating

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b. Teacher

1. Refer to bibliography

II. Orientation Phase

1. Background Information

a. Issue reprint of rule section of the guide to students.

1. mimeographed sheets should be issued on the rules if guides are not available.

b. Brief pep talk on the necessity of basketball officials, money that can be earned upon graduation, the fun involved, and types of possible ratings.

c. Explain requirements for the intra-mural rating fully:

1. Minimum grades . . . . theory 70, practice 70

2. Theoretical examination . . special intra-mural examination or national examination. 1/

3. Practical examination . . given by one qualified woman teacher who is teaching or coaching basketball. 2/

4. Age . . . no requirement

5. Duration . . . two years

6. Fees . . . may not accept any fee and may officiate only at the school or college in which she is enrolled.

1/ Refer to enclosed copy of examination in Appendix

2/ Refer to enclosed copy of Rating sheet in Appendix.

b. Teacher

1. Refer to bibliography

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6. Fees . . . may not accept any fee and may officiate only at the school or college in which she is enrolled.

1/ Refer to enclosed copy of examination in Appendix

2/ Refer to enclosed copy of Rating sheet in Appendix.

d. Explain requirements for the Associate official rating fully:

1. Minimum grades . . . . average of theory and practice, 75.

2. Theoretical examination . . national examination, minimum, 70.

3. Practical examination . . given by one national official, minimum, 75.

4. Age . . . minimum, 16 years or senior in high school.

5. Duration . . . two years.

6. Fees . . . maximum, $3.00 single game, $5.00 double game.

e. Explain the organization of the class period:

1. A brief review of signals, rules, scoring or timing will be held at the beginning of the period.

2. The remainder of the time will be spent having members of the class officiate, time, score and actually play basketball.

3. An occasional quiz will be given on rules and signals, based on the reading assignments.

2. Requisites of a Good Official 1/

a. honesty

b. courage

1/ Dave Tobey, "Basketball Officiating," A. S. Barnes, Co., N. Y., 1943.

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2. Requisites of a Good Official [1]

a. honesty

b. courage

[1] Dave Tobey, "Basketball Officiating," A. S. Barnes, Co., N. Y., 1945.

c. firmness

d, efficient split-vision

e. physical fitness

f. good voice

g. business-like attitude

h. knowledge of rules and techniques

i. common sense

j. sense of humor

k. poise

l. dress

Honesty will come quite naturally to a conscientious official. In the first place, a rated official should not accept a game if she is in any way affiliated with either school. A true official sees only that twelve girls are playing the game of basketball. It makes little or no difference at all whether her best friend or worse enemy is involved. The official calls the fouls and violations as she sees them.

Courage is essential to good officiating. An official makes her decision, and then has the fortitude to enforce it. Firmness comes with holding to the original decision.

Efficient split-vision is necessary to see side action on a play. The official is concerned with the action on the entire court, not just where the ball is located.

It is vital that the official be in good physical

c. firmness

d. efficient split-vision

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Efficient split-vision is necessary to see side action on a play. The official is concerned with the action on the entire court, not just where the ball is located.

It is vital that the official be in good physical

condition. This cannot be overemphasized. Proper foods and sufficient sleep are essential during the basketball season. Constant running and use of the eyes are bound to wear down the machinery of the body. To be alert and do a good job, care must be taken.

The voice must be clear, firm and audible. The players and spectators do not respect an official who mumbles her decisions. On the other hand, do not be dictatorial. Remember, the game is for the players.

At all times, an official should be impersonal. Try not to be too familiar with either the coaches or the players. Your job is to make the arrangements prior to the starting of the game, check on the scorers and timers, and start the game promptly in a businesslike manner. However, a democratic climate should prevail throughout the game in order that players and coaches will feel perfectly free to ask questions of you.

An accurate knowledge of the rules and of the techniques involved in basketball is essential. However, do not be a slider! The rule book should be reviewed before each game for best results in officiating.

Common sense, poise and a sense of humor help mark a good official. For example, if a blue player admits she tapped the ball out of bounds, even though you thought she did not, by all means award the ball to a red player.

condition. This cannot be overemphasized. Proper foods and sufficient sleep are essential during the basketball season. Constant running and use of the eyes are bound to wear down the machinery of the body. To be alert and do a good job, care must be taken.

The voice must be clear, firm and audible. The players and spectators do not respect an official who mumbles her decisions. On the other hand, do not be dictatorial. Remember, the game is for the players.

At all times, an official should be impersonal. Try not to be too familiar with either the coaches or the players. Your job is to make the arrangements prior to the starting of the game, check on the scorers and timers, and start the game promptly in a businesslike manner. However, a democratic climate should prevail throughout the game in order that players and coaches will feel perfectly free to ask questions of you.

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Common sense, poise and a sense of humor help mark a good official. For example, if a blue player admits she tapped the ball out of bounds, even though you thought she did not, by all means award the ball to a red player.

Poise should follow a mastering of the rules and techniques. Never hesitate to smile if something humorous occurs. Officials are human! At all times, be polite and well-mannered. Be sure to compliment the teams after the game if they have played well. At all times, remember that the game is for the players. It is not an official's exhibition!

An official's attire should consist of a full skirt, blazer, and rubber-soled shoes or sneakers. In any event, be certain your outfit is distinguished from that of the players.

3. Officiating Techniques 1/

a. Preliminary Arrangements

1. Officials should be sure of date, time and place when accepting a game. Notify the team at least twenty-four hours in advance in case of inability to officiate the game.

2. It is considered unethical to give up a game in order to officiate some other game more to one's liking.

b. Before Starting Game

1. Arrive on playing court fifteen to twenty minutes ahead of time.

2. Introduce yourself to the coaches.

3. Ask the home coach about local ground rules.

1/ Grace Fox (Editor) "NSGWS Basketball Guide," AAHPER, Washington, D. C., 1954-'55.

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4. Confer with other official on allocation of duties and essential techniques.
5. See that scorers' and timers' table is at least three feet back from sideline opposite center circle.
6. See that scorers and timers know their duties.
7. Ask official scorer to keep the score in the official scorebook, assisted by the assistant scorer. Ask one timer to use one stopwatch for the actual playing time, and the assistant timer to use a second stopwatch for timing time-out. If an electric clock is to be used, it should be operated by an experienced person.
8. Explain signals to be used.
9. Be sure there is a center circle with a six foot radius. (If not, chalk one in).
10. Find out who captains are quietly.
    a. Have captains introduce themselves to each other and to the officials.
    b. Be sure visiting captain understands all lines and boundaries.
    c. Ask visiting captain her choice of center or basket. (For intramural games, toss a coin).
    d. Decide whether or not overtime will be played in case of a tie.

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d. Decide whether or not overtime will be played in case of a tie.

e. Decide whether or not time-out will be taken for all jump balls.

f. Ask captains if there are any further questions concerning the game

11. Secure the game ball from the home coach.

12. Call teams together to explain boundary rules if necessary.

c. Duties of Single Official

1. Two officials are strongly recommended for girls' basketball games. However, in the event only one official is scheduled for the game, certain techniques should be noted:

a. Stand on the side of the timers and scorers for most of the game. This position will insure proper recording of points and fouls. However, an occasional trip should be made to the other side of the court for best results. This can be accomplished by changing sides of the floor during a jump-ball, or during the administration of a foul shot.

b. Position on Court

1. Stand between the side-line and the center circle for a center throw.

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b. Position on Court

1. Stand between the side-line and the center circle for a center throw.

2. There is no special place to stand after a goal has been made, but the ball should be secured quickly and the center throw made as soon as possible.

3. During the game, the official should move up and down the side-lines, always keeping on line with the ball. It is very important that the official go behind the end-lines when the action is centered around the basket. Much pushing and hipping will cease by her very presence.

4. The official should move in on the court when the action is centered by the basket.

c. Specific Duties of the Official 1/

d. Double Official System

1. The officials shall be a Referee and an Umpire. The official with the higher rating shall be in charge of the game. If the game consists of intra-mural basketball, the official in charge of the game shall be decided by a toss of a coin.

1/ Found on pp. 125-128 of the rule section of the Guide.

2. There is no special place to stand after a goal has been made, but the ball should be secured quickly and the center throw made as soon as possible.

3. During the game, the official should move up and down the side-lines, always keeping on line with the ball. It is very important that the official go behind the end-lines when the action is centered around the basket. Such guarding and tripping will cease by her very presence.

4. The official should move in on the court when the action is centered by the basket.

c. Specific duties of the official [1]

5. Double Official System

1. The officials shall be a referee and an umpire. The official with the higher rating shall be in charge of the game. If the game consists of inter-court basketball, the official in charge of the game shall be decided by a toss of a coin.

1/ Found on pp. 125-126 of the rule section of the Guide.

2. The official in charge of the game starts the game as the Referee serves as the Referee during all extra periods, and stands on the side of the court opposite the timers and scorers.
3. The other official starts the game as the Umpire and stands next to the scorers' and timers' table at the beginning of the game.
4. The officials change duties and sides of the court at the end of each quarter.
5. Position on Court - Plate 11

   a. Each official is responsible for the side line nearest her and the end line to her right.

   b. An official becomes the Leading Official and covers the play on the ball when the ball moves down the court toward the basket on her right. When play is centered at the basket, she takes a position under the basket.

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4. The officials change duties and sides of the court at the end of each quarter.

5. Position on Court - <u>Plate II</u>

a. Each official is responsible for the side line nearest her and the end line to her right.

b. An official becomes the Leading Official and covers the play on the ball when the ball moves down the court toward the basket on her right. When play is centered at the basket, she takes a position under the basket.

c. An official becomes the Trailing Official when the ball moves down the court to her left. This official moves behind the ball as far down court as the free throw line. She concentrates on actions of players not handling the ball.

d. Officials should rarely be directly opposite each other. For best results, an imaginary diagonal line should be maintained between the officials.

e. Each official should call fouls and violations in the other zone whenever she feels certain that the other official cannot see them.

e. To Start Game

1. Referee says, "Blue shooting for the basket on my right; Red shooting for the basket on my left; Captains ready, scorers and timers ready, time-in with the whistle."

2. Umpire stands on scorers side facing the referee, and makes sure clock is started promptly.

f. Center Throws

1. Referee takes center throws at start of each quarter. Referee or Umpire takes center throws after a field goal has been made.

c. An official becomes the Trailing Official when the ball moves down the court to her left. This official moves behind the ball as far down court as the free throw line. She concentrates on actions of players not handling the ball.

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1. Referee takes center throws at start of each quarter. Referee or Umpire takes center throws after a field goal has been made.

g. Field Goal

1. Referee or Umpire raises one arm upward with two fingers extended and, if necessary, says, "Number five, white," if goal is scored in basket to official's right.
2. If goal is scored in basket to the official's left, raise one arm upward with two fingers extended.
3. Official nearest the ball secures it and administers the center throw in.
4. Umpire informs scorer as to who made the goal if necessary.

h. Out of Bounds and Violation

1. The officials' whistle should only be blown when the ball is taken by the wrong person.
2. The official whose side line or end line the ball has crossed should name the team entitled to the ball and indicate the direction of the goal of that team.
3. To facilitate a faster game, ask players to raise hand when they cause the ball to go out of bounds.
4. In the case of violations, the whistle should be blown immediately by the official concerned. Blow whistle, name the violation and give the proper signal. ("Traveling Blue out.") Use

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arm signal in direction of the goal of that team.

5. The ball must be put in play out of bounds at the side line nearest the spot where the infringement occurred.

6. The official does not have to touch the ball. Such a maneuver only aids in retarding the game.

i. <u>The Throw-In</u>

1. If time is out and play is resumed with a throw-in, indicate time-in with an arm signal as the ball touches the player in the court. Raise one arm overhead, and as the ball touches the player in the court, drop the arm sharply.

j. <u>Jump Ball</u>

1. Both officials call tie balls in their own area, giving the signal for a jump ball. Jumps must be taken in the center of the nearest restraining circle.

2. Referee takes all jumps in the center circle, and all jumps in the restraining circle to her left.

3. Umpire takes all jumps in the restraining circle to her left.

4. The official who does not make the toss is

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3. Umpire takes all jumps in the restraining circle to her left.

4. The official who does not make the toss is

responsible for the play of the other players and moves quickly in direction the ball progresses.

k. Fouls

1. The official calling the foul should use a short, sharp whistle, and indicate foul by the correct signal. Name the foul and give number and team of offender. ("Charging, Number four, blue.") Arm signals should be made when whistle is blown. Note player fouled against especially if a forward, as she must take a free throw.

2. All fouls are administered by the Referee:

   a. Hand ball to player at the free throw line, and raise one or two fingers for the number of shots to be taken.

   b. If goal is made signal results to scorers by raising one arm upward with one finger extended.

   c. Whether basket is made or missed, the ball is handed by either official to the forward taking the shot.

   d. Throw in procedures are then followed.

3. The umpire should assist the scorers whenever necessary and then proceed toward the free

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3. The umpire should assist the scorers whenever necessary and then proceed toward the free

throw line to be in position to put ball in play at the sideline.

4. A double foul is handled the same way in that each team is awarded the ball for a free throw. Play is resumed with a center jump between any two players.

l. Foul Called at end of quarter, Half or Game

1. Blow whistle for end of period, and take free throw at once.

m. Foul Made Between Quarters or Between Halves

1. At end of intermission blow whistle, say "Captains ready?" After receiving their signals, call technical foul on offender.
2. Whether basket is made or missed, the ball is returned to the center for a throw-in by team entitled to receive it at the beginning of that quarter.

n. Foul made During Time-out, or before ball is released on center throw

1. Follow same procedure listed under fouls.

o. Time-out

1. In case of an injury, the whistle should be blown at once.
2. If requested by a player, wait until the ball is dead to call time-out.

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1. In case of an injury, the whistle should be blown at once.

2. If requested by a player, wait until the ball is dead to call time-out.

a. Blow whistle, signal and indicate team requesting time-out.

p. Time-in

1. See that ball is at spot where it is to be put in play.
2. When the ball is put in play from out of bounds, follow the throw-in procedure.
3. When ball is put in play with a center throw, say "Time-in with the whistle," and blow the whistle as the ball reaches the hands of the center forward.
4. When ball is put in play by a jump ball, time-in is taken as ball leaves official's hands.

q. Substitution

1. When scorer blows horn and says, "Substitution," Umpire or Referee signals "Time-out."
2. Note where ball is when time-out is called.
3. Beckon substitute to enter court, and then signal for time-in as indicated under time-in above.

r. Warnings

1. Always given by the Umpire when the ball is dead. This official blows whistle and says, "Warning, Number three, white."

a. Blow whistle, signal and indicate team requesting time-out.

p. Time-in

1. See that ball is at spot where it is to be put in play.
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s. Disqualifications

1. The Umpire blows whistle and notifies Referee immediately when disqualification occurs.
2. Referee sees that the disqualified player leaves the game immediately, and beckons the substitute to enter the court.
3. The procedure for administering fouls is then followed.

t. End of Quarters and Halves

1. Blow whistle and say "End of first quarter."
2. Secure game ball, and do not permit practice with it during intermission.
3. Give scorers, timers, captains an opportunity to ask questions.

u. End of Game

1. Blow whistle
2. Official in charge of game checks and announces score.
3. Both officials sign scorebook.
4. Return ball to home team.

II. Laboratory Phase

1. Core Activities . . . Signals

a. goal . . . raise one arm upward and extend two fingers

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1. Core Activities . . . Signals

a. goal . . . raise one arm upward and extend two fingers

b. cancel score . . . swing arms down in front in a quick crossing motion

c. beckon substitute . . . raise one arm upward and move fingers forward and backward

d. time-out, no foul . . . raise one arm high and extend fingers apart

e. time-out, foul . . . extend right arm high, fist clenched, while left arm is held out straight, shoulder height, indicating the offender. (fingers together)

f. time-in . . . raise one arm high overhead; then with a chopping motion, lower arm to side

g. number of free throws . . . hold one arm out to side, elbow slightly bent, and extend one or two fingers

h. time-out, jump . . . fists clenched, thumbs extended; raise both thumbs upward.

i. violation . . . extend arm shoulder height to the side in the direction ball is to go.

j. traveling . . . rotate clenched fists in circular motion

k. illegal bounce or dribble . . . make a bouncing motion with one hand

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c. beckon substitute . . . raise one arm upward and move fingers forward and backward

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k. illegal bounce or dribble . . . make a bouncing motion with one hand

1.line violation . . . point to the violated line.

Formation

1. Class drill on knowledge of the signals is not only essential to the unit, but will prove to be enjoyable.
2. Arrange class in rows to facilitate the needed space, and also to facilitate corrections by the instructor.

```
X  X  X  X  X
X  X  X  X  X
X  X  X  X  X
      I . . . instructor
```

3. Order of Progression
   a. Instructor demonstrates the signal
   b. Class imitates the signal
   c. Continue until all signals have been introduced
   d. Change order of signals
   e. Class responds
   f. Instructor calls "Foul"
   g. Class responds with foul signal
   h. Instructor calls "Traveling," etc.
   i. Class responds with traveling signal, etc.
   j. Continue until class hesitancy is at a minimum

1. Line violation . . . point to the violated line.

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2. Violations [1]

a. Center-throw violations

b. Jump Ball violations

c. Handling the ball violations

d. Division line violations

e. Out of bounds violations

f. field goal violations

g. free throw violations

Formation

1. Select seven student leaders to head each of the above mentioned areas. The leaders must be well instructed previous to the class meeting for best results.

2. Provide each leader with a card listing the violations for the particular area she is to cover.

Example:

Center-Throw Violations' Leader [2]

1. Following are violations of the center throw:

a. After center throw, touch ball again before it has been played by another player.

b. On center throw, hold the ball more than three seconds

1/ Explanation of violations and penalties found on pp. 145-148 Rule 9, in Guide.

2/ NSGWS Guide, op. cit., p. 145

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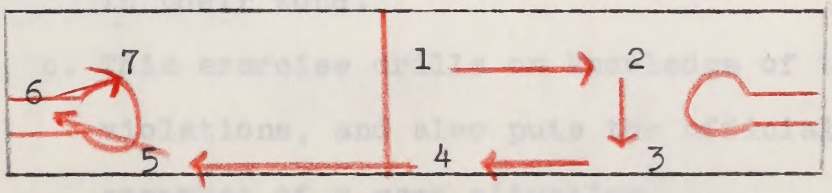
c. On the center throw, bounce the ball to herself or travel while holding the ball in the circle.

d. On center throw, step on or over center circle, before releasing the ball.

e. On center throw, no player may touch the restraining circle before the ball is released by the center forward. No violation shall be called when the penalty for an opponent touching the restraining circle is to the disadvantage of the team in possession of the ball.

3. Violations for other mentioned areas may be found by consulting the mentioned rule nine in the rule book.

4. Divide the class into seven groups. In each group, the student leader demonstrates and explains the violations by using members of the immediate group. Rotate groups on signal from the instructor.



5. With the rotation of groups completed, the instructor stands before the class and

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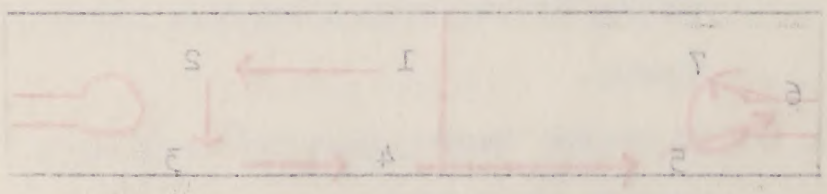

5. With the rotation of groups completed, the instructor stands before the class and

asks the decision on spot situations.

Example:

Instructor says, "On a jump ball, one of the jumpers catches the ball instead of tapping the ball." The class then responds by blowing whistle, indicating violation, and holding arm out to the side in the direction ball is to go.

Formation

R	R	R	R	R	R	R	R	R	R	R	R	(Ref.)
						I (Instructor)						
U	U	U	U	U	U	U	U	U	U	U	U	(Ump.)

a. Instructor must specify which circle is involved in the jump, or in which half of floor violations occur.

b. Then, "Referees" respond giving correct signal, etc. if play is involved in their area. "Umpires" respond giving correct signal and decision if play is involved in their zone.

c. This exercise drills on knowledge of the violations, and also puts the official in somewhat of a game situation.

3. Fouls 1/

Formation

1/ Refer to Rule 10 in Guide, pp. 148-152.

Boston University
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Library

asks the decision on spot situations.

Example:

Instructor says, "On a jump ball, one of the jumpers catches the ball instead of tapping the ball." The class then responds by blowing whistle, indicating violation, and holding arm out to the side in the direction ball is to go.

Formation

R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	R	(Ref.)
								I (Instructor)									
U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	U	(Ump.)

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3. Fouls 1/

Formation

1/ Refer to Rule 10 in Guide, pp. 148-152.

a. An interesting method of class drill on recognition of the fouls is to show slides indicating typical fouls. At the first showing, a verbal explanation should accompany the slide.

Personal Fouls		Explanation
Plate 12 . . .	Blocking	Blocking is personal contact which impedes the progress of an opponent who does not have the ball.
Plate 13 . . .	Charging	Contact with an opponent by the player with the ball with either body or ball.
Plate 14 . . .	Guarding With Personal Contact	Holding pushing or tripping an opponent.
Plate 15 . . .	Obstruction	Impeding the progress of an opponent who has the ball.
Plate 16 . . .	Tagging	Touching an opponent with hand, elbow, or body.
Plate 17 . . .	Unnecessary Roughness	Committing any act which might cause injury to an opponent.
Technical Fouls		
Plate 18 . . .	Overguarding the Ball	Deliberately placing and keeping one or both hands on the ball when it has been secured by an opponent.

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Technical Fouls		
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Plate 19 . . . Boxing Up — Guarding a player from the front and from the rear, so that she is unable to execute a successful pass or score a goal.

Plate 20 . . . Delaying the Game — Unnecessary interference with the progress of the game by a player.

Technical Team Fouls 1/

b. At the next showing of the slides no verbal explanation is necessary. Rather, the class is now ready for drill in recognition of the foul.

1. First show slide and have class respond orally as to the name and type of foul.
2. Secondly, with whistle in mouth, class blows whistle, and names foul amd offender.
3. Frequent use of the slides at the beginning of class period will aid in increasing the student's reaction time in the use of the whistle and in the recognition of fouls.

4. Scoring 2/
   a. field goal
   b. free throw
   c. individual fouls
   d. technical team fouls
   e. captain of team

1/ Refer to Guide, Section 3, p. 152

2/ Sample Score Sheet in Appendix

Plate 19 . . . Boxing Up — Guarding a player from the front and from the rear, so that she is unable to execute a successful pass or score a goal.

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2/ Sample Score Sheet in Appendix

f. player's names and positions

g. players' numbers

h. ball in center by quarters

i. close of first half

j. team time outs

k. running score

l. discontinued game

m. defaulted game

Formation

1. Class seated with pencils and notebooks
2. Distribute individual scoresheets
3. Master scoresheet is on blackboard visible to all
4. Explain scoring signals to class, and at the same time fill in the master score sheet, using names of students in the class.
5. Class then completes the individual sheet as the instructor progresses on the blackboard.
6. Write as verbal explanation is given. This process makes for more student activity, and is a time-saver technique.
7. Check each score sheet for accuracy.
8. This lesson, of course, accompanies the student's reading assignment of Rule 2, Section 5.

5. Timing

a. Eight minute quarters

f. player's names and positions

g. players' numbers

h. ball in center by quarters

i. close of first half

j. team time outs

k. running score

l. discontinued game

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7. Check each score sheet for accuracy.

8. This lesson, of course, accompanies the student's reading assignment of Rule 2, Section 5.

5. Timing

a. Eight minute quarters

b. Two minute intermissions between quarters

c. Ten minute intermissions between halves

d. Tie game

e. Main stopwatch

f. Second stopwatch

g. Electric clock

h. Start the official watch:

1. At sounding of the official's whistle at the beginning of each quarter.

2. On the official's signal when the ball touches a player on the court on a throw-in.

3. As soon as the ball leaves the official's hands on a jump ball.

i. Stop the Official watch:

1. Fouls

2. Jump balls

3. Team time-outs

4. Substitutions

5. Injuries

6. Ball lodging in supports of basket

7. Unusual delay in recovering ball from out of bounds.

8. Any reason deemed necessary by either official.

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7. Unusual delay in recovering ball from out of bounds.

8. Any reason deemed necessary by either official.

Formation

1. In a game situation, demonstrate and explain the starting and stopping of the official watch, using student officials and timers.
2. This demonstration accompanies the student's reading assignment of rule two, section six, and of rule five, sections two, three, four and five.

6. Officiating

a. No amount of instruction on the part of the teacher can or will ever substitute the value of practical floor practice by the student. The student should be encouraged to officiate as many intramural games as possible during the learning process.

b. However, the class period can be used to advantage if it is properly organized.

1. Arrange students in partners for officiating practice. (Let the strong aid the weak).
2. Arrange and post a schedule similar to the following on the bulletin board:

February 22, 1955 . . . . Officiating Class

Name	Participate	Officiate	Time	Score
Brown	1	2		3
Bunyan	1	2		3
Welsh	1, 3		2	
Jones	1, 3		2	

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Welsh	1, 3		2	
Jones	1, 3		2	

Name	Participate	Officiate	Time	Score
Smith	1, 3		2	
Boyden	1, 3			2
Yukes	1, 3			2
Moon	1, 3			2
Numes	1, 2		3	
Gaff	1, 2		3	
Peach	1, 2		3	
Bean	1, 2			3
White	2, 3	1		
Black	2, 3	1		
Pink	2, 3		1	
Young	2, 3		1	
Ward	2, 3		1	
John	2, 3			1
Cunn	2	3		1
Huit	2	3		1

(1 . . . 9-9:10; 2 . . 9:10-9:20: 3 . . 9:20-9:30)

3. Following such a procedure will insure activity on the part of the class. Each student will know where to go, and what is expected of her for the period.
4. The instructor should follow the officials up and down the floor, coaching on the techniques and offering constructive criticism.

7. Reading of the Rule Book

a. Reading assignments from the student's rule book are an important phase of the unit.

b. The assignments should be made prior to class study of the particular skill involved.

c. An occasional written quiz is advisable, and will aid greatly in preparing the student for the intramural examination.

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Gaff	1, 2		3	
Peach	1, 2		3	
Bean	1, 2			3
White	2, 3	1		
Black	2, 3	1		
Pink	2, 3		1	
Young	2, 3		1	
Ward	2, 3		1	
John	2, 3			1
Gunn	2	3		1
Hult	2	3		1

(1 . . . 8-9:10; 2 . . 9:10-9:20; 3 . . 9:20-9:30)

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8. General coaching suggestions

a. The student should watch for the following "hidden" acts:

1. traveling or steps before the bounce
2. More than two steps before releasing the ball
3. Hipping or pushing on a jump ball
4. Pushing on the follow through of a shot
5. Obstruction by the arm of a defensive player.
6. Unnecessary clapping of hands or stamping of feet by a player.
7. Tripping, scratching and tagging

b. The student should be taught that as an official she is in excellent position to encourage the following from the players:

1. honesty
2. cooperation
3. humor
4. sportsmanship
5. fair play
6. playing the game to the very end.

B. Optional Related Activities

1. Student Officiating Clinics

a. Invite local high schools to attend and participate in a basketball clinic sponsored by the

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a. Invite local high schools to attend and participate in a basketball clinic sponsored by the

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1. Purpose of the Clinic
2. Demonstration of Basketball Techniques
3. Demonstration of new Rule Changes
4. Officiating Techniques and procedures
5. Inter-school basketball play day -- using student officials.

2. "Role Play" 1/

Miss Jean Sanford of Antiock College, Ohio, suggests a method of making rule learning more interesting. Home-made situations covering specific rules are typed out on index cards and passed out to members of the class. The student reads her situation aloud, and then designates certain members of the class to help "role play" the solution. Students are not allowed to explain what they would say, but rather they must use the exact words as if the situation were a real one.

C. Evaluation Phase

1. Administer the WNORC 2/ written examination
2. Administer the WNORC practical examination to students receiving a minimum grade of 70 on the

1/ Jean R. Sanford, "Learning to Officiate is Fun," Journal AAHPER, January 1953, p. 29.

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[1] Jean R. Sanford, "Learning to Officiate is Fun," Journal AAHPER, January 1953, p. 29.

[2] Women's National Officials Rating Committee

written examination.

3. Distribute Intra Mural Rating cards similar to the following:

----------High School This is to certify that Jane J. Doe is an Intra-Mural Official in Basketball
Date Instructor

written examination.

7. Distribute Intra Mural Rating cards similar to the following:

----------High School This is to certify that Jane J. Doe
is an Intra-Mural Official in Basketball
Date Instructor

CHAPTER V

HIGH SCHOOL SOFTBALL OFFICIATING UNIT

I. Preliminary Teacher Planning

1. Aim . . . . . The purpose of this unit is to aid in producing officials for girls' softball, and to offer a new and challenging area of softball to high-school senior girls.

2. Materials . .

   a. Softball diamond
   b. four to six softballs
   c. four to six bats
   d. softball bases
   e. pitcher and home plate rubbers
   f. catcher's mask and glove
   g. player's gloves (optional)
   h. individual score sheets
   i. rule books or rule outlines

3. Delimitation. .

   a. Background information
   b. Requisites of a good umpire
   c. Umpiring techniques
   d. Signals
   e. Violations

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a. Background information
b. Requisites of a good umpire
c. Umpiring technique
d. Signals
e. Violations

f. Scoring

g. Umpiring

4. Probable Incidental and Indirect Learning Products

a. appreciation of umpiring and of umpires.

b. alertness

c. leadership

d. dependability

5. Visual Aids . .

a. Movies . . . refer to NSGWS Guide, 1954, page 96

b. Charts . . . Technique charts . . NSGWS, 1201 16th Street, N. W., Washington, D. C. ($1.50 set)

c. Bulletin materials

1. post score sheet
2. NSGWS articles (refer to current guide)

d. "Celebrities"

1. Invite rated officials to come and demonstrate.

6. References . .

a. Student

1. NSGWS softball rules 1/

b. Teacher

1. Refer to bibliography

1/ Softball-Track and Field Guide, National Section for Girls and Women's Sports, 1201 Sixteenth Street, N. W., Washington, D. C. (50¢ each)

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II. Orientation Phase

1. Background Information

   a. Issue rule books to students. (Mimeographed sheets should be issued if guides are not available).

   b. Explain requirements for the intra-mural rating fully:

      1. Minimum grades . . . . theory 70%, Practice 70%

      2. Theoretical examination . . special intramural examination

      3. Practical examination . . given by one qualified woman teacher who is teaching or coaching softball

      4. Age . . no requirement

      5. Duration . . two years

      6. Fees . . may not accept any fee and may officiate only at the school in which she is enrolled.

   c. Explain the organization of the class period:

      1. A brief review of signals, decisions, ethics or scoring will be held at the beginning of the class period.

      2. The remainder of each class period will be spent having members of the class umpire, score and actually play softball.

      3. An occasional quiz will be given on the rules based on the reading assignments.

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2. Requisites of a good official

1. alertness
2. confidence
3. poise
4. knowledge of the rules and techniques
5. personal equipment
6. health
7. firmness

Umpiring a softball game is not an easy matter. The success or failure of the game, in the light of girls' standards, is absolutely dependent upon the officiating. The umpire must be alert since every play demands her undivided attention.

Confidence and poise are two factors which are vital to good umpiring. The players and the coaches automatically respect an umpire possessing such qualities. However, poise and confidence will be acquired only as a result of an adequate knowledge of the rules and techniques involved in umpiring a softball game.

Personal equipment includes such items as a blouse, blazer, full skirt, and low-heeled shoes. The outfit should be dark and inconspicuous. Other necessary items include: an umpire's mask, whisk broom, ball and strike indicator, visor cap, and rule guide.

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Again, the umpire must be in good health. The job of standing for long periods of time in the sun, watching each individual play, and the strain the eyes must withstand necessitate good physical fitness.

Firmness and the ability to stay with your decision is essential to good umpiring. No one has confidence in an official who is weak in making a decision, or who can easily be maneuvered into changing her mind, Naturally, on an appeal play, the umpire must weigh all the facts. However, in the normal run of the game be decisive, but not autocratic.

3. Umpiring Technique 1/

a. Preliminary Arrangements

1. Note the date, time and place of the game
2. Note officiating assignment (plate or base)

b. Before Starting Game

1. Arrive fifteen minutes before game time
2. Introduce yourself to the coaches
3. If there are two umpires, confer and discuss duties.
4. Make a careful inspection of the playing field and game equipment.
5. Check with the scorer to see that she understands her duties.

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6. Meet the captains and have them present two copies of the batting order. Keep one copy and give the other to the scorer.
7. Toss a coin for choice of innings
8. Make any necessary ground rules, and be certain both teams understand them.
9. Explain signals to be used.
10. Secure game ball from the home coach.

c. The Single Umpire System

1. In the event, only one official is scheduled for the game, she is permitted to stand in any part of the field. Actually, her most advantageous position is behind the catcher. She should call balls and strikes from a position behind the pitcher, when first base is the only base occupied by a runner.

a. Basic position

1. Bases Empty . . . take a position midway between the pitching runner and first base line, about halfway to first base, as soon as the batter hits a fair ball.

2. Runner on First Base . . . your main attention is on the pitcher, but watch the runner out of the corner of your eye. Once the ball is hit, you are in a good position to watch the ensuing play.

6. Meet the captains and have them present two copies of the batting order. Keep one copy and give the other to the scorer.

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2. <u>Runner on First Base</u> . . . your main attention is on the pitcher, but watch the runner out of the corner of your eye. Once the ball is hit, you are in a good position to watch the ensuing play.

3. Runner on Second Base or Runners on First and Second

On all balls hit to the outfield, stand midway between the pitcher's plate and home plate. On an infield grounder, start towards the pitcher's plate, then move towards base play is made.

4. Runner on Third Base . . On an outfield fly, stand halfway to third base. On an infield grounder, stay behind plate. Watch for the play to home.

b. Stand Behind Home Plate

1. The umpire should stand one to two feet behind the catcher, and position herself so that she can peer over the head of the catcher.

d. The Double Umpire System

1. The plate umpire has full charge of the game
2. The base umpire rules on decisions at first and second base, and at certain times at third.
3. However, the two umpires work together and aid each other in calling plays not clearly seen by the other official.

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2. Base umpire starts along the foul line beyond first base. Avoid interference with the players. With runners on base, the base umpire must position herself so that she has a good view of both the pitcher and runners.

3. Bases Empty . . the base umpire must run to a position four or five feet on either side of first base to call a play at first on an infield grounder.

   On an outfield hit, the base umpire runs across the diamond by the pitcher and takes a position between first and second base on the infield side.

   Should the runner continue to second or third base, the base umpire runs in ahead of the runner always staying on the infield side of the base.

   The plate umpire must keep her eye on the ball. On a bunt, she must call the play if the pitcher or catcher tries to tag the batter.

4. Runners on Base . . with a runner on first base, the base runner stands between first and second base just behind the infielders.

   On a ball hit to the outfield, the base umpire moves to the center of the diamond.

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4. Runners on Base . . with a runner on first base, the base runner stands between first and second base just behind the infielders.

On a ball hit to the outfield, the base umpire moves to the center of the diamond.

The plate umpire watches the ball at all times and also sees that base runners touch third base. Move toward third base on a hit ball when there are runners on first or first and second base. Always move down toward third base when there is a runner on third and a fly ball is hit to the outfield.

e. To Start Game

1. Plate umpire announces the batteries, and any unusual ground rule.

2. After pitcher has warmed-up, the plate umpire checks to see that the base umpire is in position. She then starts the game by saying, "Play Ball."

f. After the Game

1. Check the scorebook

2. Secure the game balls

3. Do not linger on the field

II. Laboratory Phase

1. Core Activities .. Signals

a. ball . . . no arm signal is used; call "Ball one."

b. strike . . . raise right hand upward and use fingers to indicate the number.

c. total count . to call the total count, call the balls first. Example:"Three and two," meaning three balls and two

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c. total count . to call the total count, call the balls first. Example:"Three and two," meaning three balls and two

strikes.

d, Foul ball . . use strike arm signal; call is "Foul, strike---."

e. Close foul or fair ball . .

<u>If fair</u>, call "Fair ball," and extend right arm horizontically and point right index finger into the center of the diamond.

<u>If foul</u>, call "Foul ball," extend right arm horizontically and point hand away from the diamond to either the right or left according to the direction of the ball.

f. out . . . . . Raise the right hand upward over the right shoulder with thumb extended and fingers closed.

g. safe. . . . . Extend both arms diagonally in front of the body with the palms of the hands facing the ground.

h. Time, or time out . . .

Raise both hands high overhead, with the palms open. Call, "Time."

<u>Formation I</u>

1. A good umpire should be dynamic! in the following exercises, the instructor should make every attempt to have the students respond with clear,

strikes.

d. Foul ball . . use strike arm signal; call is "Foul, strike---."

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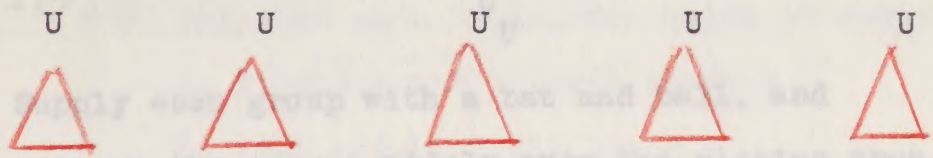
loud voices, and with vigorous arm movements.

2. Arrange the class in rows in order to facilitate corrections by the instructor. Draw a home plate in front of each umpire.



I--Instructor

3. Order of Progression
   a. Instructor demonstrates the signal
   b. Class imitates the signal
   c. Continue until all signals have been introduced
   d. Change order of signals
   e. Class responds
   g. Instructor calls, "Out"
   h. Class responds with "out" signal
   i. Continue until class hesitancy is at a minimum

<u>Formation II</u>

1. Assuming the class now has had sufficient practice demonstrating the signals, it is imperative that game-like situations be employed. Practice calling balls and strikes is essential.
2. Divide class into groups of six:

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U U U U U

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1. Assuming the class now has had sufficient practice demonstrating the signals, it is imperative that game-like situations be employed. Practice calling balls and strikes is essential.

2. Divide class into groups of six:

a. pitcher
b. batter
c. catcher
d. fielder
e, fielder
f. umpire

F F

P

B

C

U

Supply each group with a bat and ball, and arrange the groups widely over the playing area. The umpire in each group now has the opportunity to call balls and strikes and to make the proper foul and fair signals. Allow each batter ten hits, and then rotate; umpire becomes left fielder, left fielder becomes right fielder, right fielder becomes pitcher, pitcher to batter, batter to catcher, and catcher to umpire. Umpires should have the opportunity to call the following:

1. ball
2. strike
3. total count
4. foul ball
5. fair ball
6. out
7. safe
8. time (at end of batter's ten hits)

5. <u>Violations</u>

The high-school student will probably have more difficulty comprehending softball rules than the rules of any other major sport. Therefore, it is essential that assignments on the

a. pitcher
b. batter
c. catcher
d. fielder
e. fielder
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The high-school student will probably have more difficulty comprehending softball rules than the rules of any other major sport. Therefore, it is essential that assignments on the

rule book be made promptly and diligently throughout the unit.

The following six areas of possible violations or infringements of the rules have been selected as a basis upon which to study:[1]

a. Pitching and illegal pitches

b. Fair and foul hit balls

c. Batter out

d. Base Runner out

e. Ball not in play

f. Ball in play

Formation

1. Select six student leaders to head each of the above mentioned areas. The leaders must be well instructed previous to the class meeting for best results.

2. Provide each leader with a card listing the regulations for the particular area she is to cover.

Example:

Fair and Foul Hit Balls' Leader[2]

A fair hit ball is a legally batted ball that:

1. Settles on fair ground between home

1/ All other areas may be found by consulting the current rule book.

2/ NSGWS Guide, op. cit., p. 63, 64

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and first base, or between home and third base.

2. Is on, or over, fair ground when bounding to the outfield.

3. Touches first, second or third base.

4. While on, or over, fair ground touches the person or clothing of an umpire, or a player.

5. First falls on fair ground beyond first or third base.

A foul hit ball is a legally batted ball that:

1. Settles on foul ground between home and first base, or between home and third base.

2. Bounds past first or third base on, or over foul ground.

3. Falls on foul ground beyond first or third base.

4. While on, or over, foul ground touches the person or clothing of an umpire or a player.

3. Divide the class into six groups. In each group, the student leader demonstrates and explains her area by using members of the immediate group. All areas should be made as game-like as possible. Rotate groups on signal from the instructor.

4. Slides will prove to be interesting and informative to the beginning umpire. At the first showing, ask the class what the

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picture depicts. At a later showing, the students may name the decision, and make any necessary arm signals. The slides are typical of only one phase of common fouls.

		Explanation
Plate 21 . . .	Tag Play	On a tag play, the umpire must have a clear unobstructed view of the ball, the base, and the runner. She must note where the baseman touches the runner and if the runner is tagged before touching the base.
Plate 22 . . .	Force Play	On a force play or on a play to a batter at first base, the umpire should watch the fielder throw the ball and then focus her eyes on the base.
Plate 23 . . .	Infield Fly	Call immediately, "Infield fly, batter is out." Whenever there are less than two outs, and runners on first and second or on all three bases, the umpire must watch for an infield fly ruling.
Plate 24 . . .	Double Official System	The plate umpire stands behind the catcher. The base umpire stands in foul territory off the first base line.

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	Explanation
Plate 25 . . . Interference by a fielder	A base runner may be entitled to advance one base if she is prevented from making a base by the obstruction of a fielder.
Plate 26 . . . Third Strike Rule	If first base is not occupied, regardless of the number of outs, the batter becomes a base runner on the third strike and the third strike must be caught or she must be thrown out.
Plate 27 . . . Taking a "Lead off"	The base runner is out if she fails to keep contact with the base to which she is entitled until a legally pitched ball has left the hand of the pitcher.
Plate 28 . . . Passing a Runner	The base runner is out if she passes a preceding runner before such runner has been legally put out.
Plate 29 . . . The Overthrow	A ball thrown from one fielder to another to retire a runner, and which goes into foul territory.
Plate 30 . . . Strike	Strike zone is that space over home plate which is between the batter's armpits and the top of her knees.

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6. Scoring 1/

a. strike out
b. walk
c. fly out
d. error
e. missed third strike
f. fielder's choice
g. sacrifice play
h. number of outs
i. one base hit
j. two base hit
k. three base hit
l. home run
m. completed run
n. end of inning

Formation

1. Class seated with pencils and individual scoresheets.

2. Master scoresheet is on blackboard visible to all

3. Explain scoring symbols to class, and at the same time fill in the master scoresheet, using names of students in the class.

4. Class then completes the individual sheet as the instructor progresses on the blackboard.

5. Check each scoresheet for accuracy.

7. Umpiring

a. Students should be given the opportunity to umpire during the class period as soon as it is evident that the signals have been mastered.

1/ Sample Score Sheet in Appendix.

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b. Divide the class in half, in order that two softball games may progress at the same time. In this way, four umpires may practice officiating while the remainder of the class scores and plays softball.

c. The instructor should move from game to game offering constructive criticism, and aiding the prospective umpire in any possible way.

d. Rotate scorers and umpires with the players two to three times per class period.

e. Encourage the students to umpire as many intramural games as possible after-school.

B. Optional Related Activities

1. Invite the junior high-school girls to a softball playday. Allow the seniors to organize the entire affair including refreshments. Of course, members of the class would umpire the games.

C. Evaluation Phase

1. Administer the WNORC 1/ written examination

2. Administer the WNORC practical examination to students receiving a minimum grade of 70 on the written examination.

1/ Copy of the examination in the Appendix

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3. Distribute Intra Mural Rating cards to the eligible students:

----------High School
This is to certify that Jane J. Doe
is an Intramural Official in Softball
Date Instructor

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CHAPTER VI

CONCLUSIONS AND IMPLICATIONS

The following conclusions and implications are offered as a result of this study:

1. The educational values to be gained from an officiating training program for high-school girls are extremely significant in our day and age.
2. The slides used in this study are only typical of one phase of a common foul. Additional slides showing variations of the common fouls would greatly enrich this program.
3. Further research and study could be undertaken to prove officiating does aid in improving a physical education program.
4. Further officiating units could be developed in many other girls' sports.

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APPENDIX

Sample Field Hockey Scoring Sheet

Final Score 5-3 Southshore

Northshore vs. Southshore

Names of Players	1st Half	2nd Half	Pos.	Players	1st Half	2nd Half
Joan Kelley			LW	Jean Knight		
Laura Smith		1	LI	Mabel C.		1
Grace Larn		1	CF	Jeanne B.	1	
Nora Hart	1		RI	Peggy S.		1
Pat Green	1		RW	Ann Black		
Ruth Grant			LH	Dorothy B.		
Jane Brown	1		CH	Jean Crane		
Paula Howard			RH	Bobby Branch		
Dorothy Stone			LB	Nancy Grace		
Shirley Smith			RB	Helen Carlson		
Mary Jones			G	Joan Tate		
Betty Wiley			Sub.			

Where Played Holly Field Date 11/16/55 Time halves 25

Umpires Helen Rouet--Pat Greenway

Scorers Grace Smith, Jean Fox Timers F. Grant-J. Fox

W.N.O.R.

NATIONAL THEORETICAL BASKETBALL EXAMINATION
1954-55
INTRAMURAL

Part I

Directions

Below is a list of 9 decisions which the officials may make on plays occurring during the game. Read each statement, decide on the proper decision of the 9 listed, and write the answer by code letter in the space provided on the answer sheet. For example, if the question describes a legal goal or legal free throw, answer is L; if it describes a foul, the answer is T1, T2, P1, P2, or TT. There is only one best answer and it should be the decision made on the situation as it is described with no intervening play. Assume that no conditions exist other than those stated in the question. USE ANSWER SHEET--DO NOT WRITE ON COPY OF EXAMINATION.

Code letters:
P1-Personal foul, one free throw
P2-Personal foul, or fouls, two free throws
T1-Technical foul, one free throw
T2-Technical foul, or fouls, two free throws
TT-Technical team foul
R--Play repeated with correction
L--Legal, or ball continues in play
TU-Toss up, tie ball or jump
V--Violation, or out of bounds

Sample Question:

P1 0. A forward pushes an opposing guard.

Question

1. A guard receives a pass and advances with a limited dribble, touching the ball with both hands on the second bounce.

2. The center forward holds the ball four seconds in the circle before throwing it to one of her forwards.

3. A guard changes to forward and reports only to the referee.

4. A player taps the ball before it reaches its highest point on a jump ball.

5. The referee and umpire sound their whistles at the same time on a play involving a Blue player. The referee calls the player for pushing; the umpire indicates that the player was out of bounds.

6. On a jump ball the Blue player, still in her own half of the restraining circle, taps the ball three times.

7. A forward receiving the center throw pivots into the half of the center circle in her opponent's court.

8. The center throw is awarded the wrong team. The error is discovered just after center forward passes the ball.

9. A player re-enters the game for the third time.

10. Because of an agreement reached before the game starts the captains refuse to play off a tied score.

11. A Red forward shoots and the ball strikes the supports of the backboard.

12. The center forward shifts both feet while in the circle after receiving the ball from the referee.

13. A player accidentally brushes the arm of an opponent as she attempts to guard her.

14. A forward accidentally trips her guard.

15. During a throw-in from out of bounds, a player stands within three feet of the side line on a court with more than three feet of out of bounds space.

16. A forward in the act of shooting is accidentally knocked to the floor and injured, necessitating her leaving the game. Her substitute takes her free throws.

17. During the intermission between the first and second quarters, a substitute reports to the scorer and then goes on the court.

18. After an out of bound play the player enters the court four feet from the point where she threw the ball into the court.

19. The ball thrown by a Red forward strikes the referee who is standing just inside the boundary line.

20. A forward pushes the ball into the hand of the guard as she shoots for the basket. The basket is missed.

21. A player moves into her opponent who is taking the second bounce of her limited dribble.

22. A guard stands directly behind a forward at the center line and shifts her position with her as the forward moves to the side.

23. A player leans across the division line to pick up a ball which is in the other division.

24. A player who has four personal fouls enters the game as a sub.

25. A player has her hands on the ball when an opponent places one hand on it and withdraws it immediately.

26. A guard holds on to her opponent's sleeve as she shoots for a basket. The basket is missed.

27. An opponent walks across the free throw lane as the forward releases the ball on a free throw. The basket is made.

28. The center forward bounces the ball in the center circle before throwing it to one of her forwards.

29. A player stands at the free throw line with the ball for fifteen seconds before attempting the shot.

30. The center forward is fouled in the center circle. The left forward takes the free throw and makes it. The error is discovered immediately.

Part II

Directions:

Read all questions carefully. Select the one item which best answers the question. Place the number of that item in the space provided on the answer sheet.

Sample Question:

2 0. How many players on a girls' basketball team?
1. Five
2. Six
3. Eight

Question:

31. When should the officials change duties?
1. At the end of each quarter.
2. At the end of the half.
3. At a time agreed upon by the officials.
4. At a time agreed upon by the Captains.

32. A foul occurs during half time intermission. Whenis the feww throw taken?
1. At the end of the intermission before time-in is called.
2. At the time the foul occurs.
3. At the beginning of the third quarter after time-in is called.
4. There is no penalty for a foul committed between halves.

33. When should time-in be taken after a free throw?
1. When the free throw is made or missed.
2. When the referee hands the ball to the player out of bounds.
3. When the player out of bounds throws the ball into the court.
4. When the ball thrown from out of bounds touches the player on the court.

34. For which of the following would an official call a technical foul on the player?
1. Over-guarding the ball.
2. Blocking.
3. Knocking the ball out of bounds.
4. Illegal bounce.

27. An opponent walks across the free throw lane as the forward releases the ball on a free throw. The basket is made.

28. The shooter forward removes the ball in the center circle before throwing it in the air for forwards.

29. A player stands at the free throw line with the ball for fifteen seconds before attempting the shot.

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   3. at a time agreed upon by the officials.
   4. at a time agreed upon by the captains.

32. Foul occurs during half time interpolation. Which the team has the ball?
   1. At the end of the interpolation before time-in is called.
   2. at the time the foul occurs.
   3. at the beginning of the third quarter after time-in is called.
   4. there is no penalty for a foul committed between halves.

33. When should time-in be taken after a foul?
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   3. when the player out of bounds throws the ball into the court.
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34. Each action of the following would an official call a technical foul on the player?
   1. dribbling the ball.
   2. shooting.
   3. throwing the ball out of bounds.
   4. illegal screen.

35. Two opposing players attempt to keep the ball in play near the side line. The Red player fists the ball back toward the court but strikes the Blue player and rebounds out of the court. What procedure should be followed by the official?

    1. Award the ball out of bounds to the Red team.
    2. Toss ball between the two players in the nearest restraining circle.
    3. Charge the Red player with the technical foul.
    4. Award the ball out of bounds to the Blue team.

36. Two players from the same team tie the ball and the official blows her whistle. How should play be resumed?

    1. Tell one player to remove her hand and let play continue.
    2. One of the two players takes the ball out of bounds.
    3. Member of the opposing team takes the ball out of bounds.
    4. Jump ball between one of the two players and an opponent.

37. Which of the following procedures should the substitute follow during playing time?

    1. Report to the scorer and wait outside the court to be recognized by an official.
    2. Report to the scorer and ask the official's permission to enter the court.
    3. Report to the scorer and replace the player as soon as the scorer sounds the horn for time-out.
    4. Report to the scorer and replace the player as soon as the foul or goal is made.

38. At the beginning of the second quarter the Red forward receiving the center throw passes to a team-mate who shoote for the basket. The basket is made. What should be the referee's decision?

    1. Basket does not count and Blue forward is awarded a free throw.
    2. Basket counts and Blue forward is awarded a free throw.
    3. Basket does not count and Blue guard is awarded the ball out of bounds at the side line.
    4. Basket does not count and Blue guard is awarded ball out of bounds under the basket.

39. As a forward on Team A is in the act of shooting for the basket, her team-mate fouls a guard on Team B. What should be the decision?

    1. Basket, if made counts. One free throw awarded Team B.
    2. Basket, if made, doesn't count. One free throw awarded Team B.
    3. Basket, if made, counts. Two free throws awarded Team B.
    4. Basket, if made, doesn't count, Two free throws awarded Team B.

40. In which of the following situations would a player be called for boxing up?

    1. Two guards between a forward and the basket.
    2. Two guards behind a forward at the center line.
    3. A guard on either side of the forward who misses a shot.
    4. All of the above are boxing up.

41. While pivoting, a player with the ball hits her guard. What is this foul called?

    1. Obstruction.
    2. Charging.
    3. Tagging.
    4. Pushing.

42. Forward B. is fouled by Guard B. When can the coach take Forward B out of the game for a rest?

    1. At the next dead ball following the out of bounds play.
    2. As soon as she attempts her free throw.
    3. As soon as she has thrown the ball in from out of bounds.
    4. Right away so long as her substitute takes the free throw.

43. The Red team leads 25-19 at the half time. The Red team has only four players who can start the second half period. Which of the following represents the game score?

    1. Red 25, Blue 19.
    2. Red 0, Blue 0.
    3. Red 0, Blue 2.
    4. None of these.

44. A jump ball is to be taken in the center restraining circle. What procedure should be followed by the officials?

    1. Ball is tossed by leading official. Other official watches for violations of restraining circle.
    2. Ball is tossed up by referee who also watches for fouls and violations by jumpers.
    3. Ball is tossed by official calling tie ball. Other official watches for violations.
    4. Ball is tossed by referee. Umpire watches for rules violations during jump.

45. When does the referee blow her whistle to start the game?

    1. After she has learned that the captains are ready.
    2. As the ball leaves her hands on the center throw.
    3. As the center forward catches the ball on the center throw.
    4. When captains and all other officials have indicated that they are ready.

40. In which of the following situations would a player be called for traveling?

1. Two guards [illegible] forward and the basket.
2. Two guards [illegible] forward at the center line.
3. A guard on [illegible] at the forward who shoots a shot.
4. All of the above are scoring up.

41. During elevation, a jump ball with the ball into play guard. What is the foul called?

1. Charging.
2. Goaltending.
3. Tipping.
4. Blocking.

42. Forward F. is fouled by guard G. Then one the coach takes forward F. out of the game for a rest?

1. In the next dead ball following the out of bounds play.
2. As soon as the attempt has free throw.
3. As soon as the free throw the ball in free out of bounds.
4. Right away or long as he wants substitute before the free throw.

43. The foul lane lands 20-10 at the half time. The foul lane has only four players who can stand the second half period. Which of the following represents the lane score?

1. Foul 20. Blue 10.
2. Foul 0. Blue 0.
3. Foul 3. Blue 3.
4. None of these.

44. A jump ball is to be taken in the center restraining circle. What procedure should be followed by the officials?

1. Ball is tossed by leading official. Other official watches violations of restraining circle.
2. Ball is tossed up by referee who also watches for fouls and violations by players.
3. Ball is tossed by official holding the ball. Other official watches for violations.
4. Ball is tossed by referee. Only he watches for fouls violations during jump.

45. When does the referee blow his whistle to start the game?

1. After who has learned that the opponents are ready.
2. As the ball leaves his hands on the center line.
3. As the center forward catches the ball on his center throw.
4. When captains and all other officials have indicated that they are ready.

46. An extra playing period shall not exceed:

    1. 1 minute
    2. 2 minutes
    3. 3 minutes
    4. 4 minutes

47. When is time-in taken on a jump ball?

    1. There is no time out for jump balls.
    2. When the tossed ball reaches its height.
    3. When the ball leaves the official's hands.
    4. When it is first touched by one of the jumpers.

48. In which of the following would a goal be legally scored?

    1. Basket made by player throwing ball in from out of bounds.
    2. Basket made as a result of a spectator interferring.
    3. Basket made by guard shooting for own basket.
    4. Basket made by accidental tip-in by guard in opponent's basket.

49. Which of the following will <u>not</u> disqualify a player?

    1. Five technical fouls.
    2. Unsportsmanlike behavior.
    3. Combination of five fouls.
    4. Four personal fouls.

50. When a goal is scored what procedure should be followed by the official?

    1. Both officials blow whistle, signal goal with raised arm and extended fingers and the nearest official recovers the ball for the center throw.
    2. Leading official blows whistle; both officials give arm signal and official nearest ball recovers it for center throw.
    3. Leading official blows whistle; both signal for goal. Leading official calls number of player scoring goal and name of team and returns to center of floor for center throw.
    4. Both officials signal for goal. Both officials indicate player scoring goal, if necessary. Nearest official recovers ball for the center throw.

BASKETBALL PRACTICAL EXAMINATION Judge _____

EXAMINEE _____ Date _____

THEORY GRADE _____ RATING _____

Qtr	Checking 1	2	3	4	Comments	Maxim Score	Earned Score
Instructions to timers & scorers						5	
FOULS-PERSONAL							
Charging							
Obstruction							
Pushing							
Tagging							
Others							
TECHNICAL						30	
Overguarding the ball							
Delaying the game							
Boxing up							
Others							
VIOLATIONS							
Out of bounds							
Illegal bounce, etc.							
Tie ball						20	
Traveling							
Line violations							
Others							
GENERAL HANDLING of game (manner voice, etc.) Excellent 17-20 Good 13-16 Fair 9-12 Poor 0-8						20	
Reaction time						10	
Position on court						5	
Whistle tone and use						4	
Signals						4	
Height of ball on toss & throw						2	
					Total Score	100	

Sample Basketball Score Sheet

Name of Team Juniors

Pos.	Players	Number	Goals First Half		Goals Second		Fouls 1st	Fouls 2nd
F	Jan Dukel	4	2002	2	2 ⊗	2 ⊗⊗	F1	
F	Doris Brown	6	2	⊗0	2	2	F1	
F	Mary Noll	2	0		⊗			
F	Lynn Morton	3	2			2		
G	Jean Burn (C)	5					F1F2	F3
G	Randa Robers	7					F1F2	F3F4
G	Lilly Fans	1						F1F2F3
G	Betty Carl	8						

Running Score	Juniors	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
	Seniors	1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25
Won by Juniors	Team Juniors Ball Center 1,3 Team 1 Time 1 1	
Score 25-24	Team Seniors At Quarter 2,4 Fouls 111 Out 111	

NATIONAL THEORETICAL SOFTBALL EXAMINATION

(1954-55)

INTRAMURAL

Part I---Multiple Choice

Directions: Read all questions carefully. Select the one item which best answers the question. Place the number of that item in the space provided in front of the question. Read all the answers for each question before selecting the best one.

Sample Question:

3 0. A girl's softball team is composed of:
1. Five players
2. Seven players
3. Nine players
4. Ten players

Space for Answer	Question
_____	1. When may base runners advance at their own risk? 1. After a foul ball has been hit 2. After a fair hit ball strikes a base runner before touching a fielder. 3. After a foul tip has been legally caught 4. If "no pitch" is called.
_____	2. Which of the following situations is an appeal play? 1. The base runner leaves her base before a fly ball is caught and does not re-touch the base before going to the next base 2. The coacher physically assists the base runner at third base 3. The base runner interferes with a fielder who is attempting to field a batted ball. 4. The base runner after over-running first base, turns to the left but makes no attempt to run to second base.
_____	3. Any player may wear a glove, but what specific players may wear mitts? 1. The catcher, first baseman, and pitcher. 2. The catcher and pitcher 3. The catcher and first baseman 4. The first baseman and pitcher.

4. Which of the following is an illegal pitch?
_____
1. The pitcher takes more than one step before releasing the ball
2. The ball is pitched underhanded with the hand below the hip and wrist not farther from the body than the elbow.
3. The pitcher follows through with the hand and wrist past the straight line of the body.
4. The pitcher holds the ball for 12 seconds before pitching it.

5. A ball is legally batted and goes directly back to the catcher, who legally catches the ball. This describes which of the following:
_____
1. A fly ball.
2. A fair ball.
3. A foul tip.
4. A foul ball.

6. What term is applied to a batted ball which is tapped slowly within the infield?
_____
1. A fair ball.
2. An illegally batted ball.
3. A bunt.
4. A foul ball

7. The batter has a count of 3 balls and 2 strikes, and attempts to avoid being hit by the next pitched ball. The ball touches the bat and rolls into foul territory. What should the decision be?
_____
1. Ball 4, because the ball accidentally hit the bat when the batter was trying to avoid a bad pitch.
2. Foul ball; ball 3, strike 2.
3. Strike 3 and the batter is out; because the ball was bunted foul after the second strike.
4. Batter is out because of an illegally batted ball.

8. A batter who is standing in the batter's box at the time of the pitch takes a long step forward as she swings. The ball is hit into fair territory while the batter has one foot outside the box. What is the result?
_____
1. This is an illegally batted ball; a strike is called.
2. This is an illegally batted ball; the batter is out, and the ball remains in play.
3. This is an illegally batted ball; the batter is out,and the ball is dead.
4. This is a legally batted ball; the ball remains in play.

9. There are runners on first, second, and third bases, and none are out. The batter swings at and misses a third strike. What is the result?
   1. The catcher must catch the ball to put out the batter.
   2. The catcher must tag the batter or throw the ball to first base before the batter arrives at first base.
   3. The batter is automatically out.
   4. All runners are forced to advance to make room for the batter, who becomes a base runner.

10. When a batter changes from one batter's box to the other while the pitcher is in position to pitch what should be the decision?
   1. A strike is called on the batter regardless of where the pitch crosses.
   2. A block is called.
   3. The batter is called out.
   4. "No pitch" is called.

11. A base runner is hit by a fair hit ball while standing on third base. The third baseman was standing between third and home bases. The third baseman fields the ball and throws to first base before the batter,who has become a base runner arrives there. The base runner at third base runs for home base and reaches there before the ball is thrown to home base. What should the decision be?
   1. The base runner from third base is safe at home base, but the batter is out at first base.
   2. Both base runners are out.
   3. The base runner from third base is out; the batter is safe.
   4. The base runner from third base must return to that base; the batter is out at first base.

12. With runners on first and second bases and none out, the batter bunts a short fly ball which is caught by the pitcher in front of first base. What happens to the base runners and to the batter?
   1. This should be called an infield fly; the batter is out and the base runners are not forced to run.
   2. This should be called an infield fly; the batter is automatically out and base runners may advance with liability of being put out.
   3. This is a bunted fly; the base runners are forced to advance if the fielder does not catch the ball.
   4. This is a bunted fly; the batter is automatically out and the base runners are forced to advance.

13. A throw relayed from center field to the third baseman, to hold a runner at second base, is missed by the third baseman and rolls into foul territory. What does this best describe?
_____
1. A wild pitch.
2. A block ball
3. An overthrow.
4. A passed ball.

14. If the pitcher attempts a quick succession of pitches without giving the batter enough time to take her position, what should the umpire rule?
_____
1. "No pitch"
2. Unfairly delivered ball
3. Illegal pitch
4. Legal pitch

15. What constitutes a fair hit?
_____
1. A legally batted ball which touches third base.
2. A ball batted onto foul ground which touches the clothing of an umpire.
3. A legally batted ball which touches fair ground between home and first bases and then settles on foul ground.
4. A legally batted ball which hits a fence on foul ground and then bounces into fair territory.

16. When, in the following instances, is a ball in play?
_____
1. If the ball is overthrown at first base and rolls into the stands.
2. If the ball is overthrown at second base and rolls into center field.
3. If the umpire declares a block ball.
4. If the ball is hit foul and is not caught.

17. In what situations does an infield fly constitute an out?
_____
1. Two are out; first base is occupied.
2. Two are out; first base is not occupied.
3. None are out; first and second bases are occupied.
4. None are out; first and third bases are occupied.

18. Under which of the following conditions does a batter become a base runner?
_____
1. If the batter has 2 balls and 1 strike and a foul ball is caught.
2. If the pitcher rolls the ball along the ground after the batter has 1 ball and 1 strike.
3. If the batter is hit by a pitched ball which she tries to avoid.
4. If on the second pitch a foul tip is legally caught.

19. In which of the following situations is the base runner out?
    1. The base runner was tagged before touching first base, but the fielder juggled the ball while making the play.
    2. The ball is overthrown at third base and does not touch an obstruction.
    3. The runner is on first base and one is out. The batter interferes with the catcher.
    4. The runner leaves the base before the pitcher releases a pitched ball.

_____

20. What is a force-out?
    1. A play in which the runner is tagged out.
    2. An out caused by a runner advancing to a base which is occupied by another runner.
    3. The third out of an inning.
    4. An out caused by the batter becoming a base runner and resulting in another runner losing the right to the base which she occupied.

_____

21. Whose place in the batting order is taken by a substitute when she is put in the game to play shortstop and the shortstop becomes the first baseman?
    1. That of the shortstop.
    2. That of the first baseman.
    3. The last place in the batting order.

_____

22. Which of the following is legal in pitching?
    1. A pitcher makes only one revolution in executing the "windmill" pitch.
    2. A pitcher takes two steps in delivering the ball.
    3. A pitcher holds the ball for 25 seconds before pitching.
    4. A pitcher makes a motion to pitch, pauses, and then delivers.

_____

23. In which of these instances may base runners advance at their own risk?
    1. A fair hit ball strikes the umpire before played by the fielder.
    2. A batted ball is declared foul and is not legally caught.
    3. A batter bats a ball illegally.
    4. A fly ball is caught with all runners standing on base.

_____

24. A fielder obstructs a runner who is trying to advance. What is the proper decision?
    1. The runner is out.
    2. The ball is dead.
    3. The runner is entitled to one base without liability of being put out.
    4. The runner is entitled to any number of bases with liability of being put out.

_____

25. In which of these cases does a run score?
    1. The third out in an inning is made by a base runner who leaves her base before the pitch is delivered, and before the proceding runner has crossed home plate.
    2. The base runner crossing home plate failed to touch third base and the play is appealed.
    3. Two are out. A runner crosses home plate. A runner advancing to third base on the same play is not forced but is tagged out.
    4. There are two out. A runner from second base crosses home plate after the runner from first base has passed her and crossed home plate.

Part II---Situations
"CODE"

Batter	Baserunner
(1) Is out	(1) Is out
(2) May be put out on appeal play	(2) May be put out on appeal play
(3) Strike is called	(3) Return to base
(4) Ball is called	(4) May advance any number of bases with liability of being put out
(5) No pitch is called	(5) Advance limited to one base with liability of being put out
(6) Entitled to one base without liability of being put out	(6) Entitled to one base without liability of being put out
(7) Becomes base runner with liability of being put out	(7) Entitled to two bases without liability of being put out

---

1. There is a runner on second base. The pitcher makes a motion to pitch without immediately delivering the ball to the batter.
   (4) Batter
   (6) Baserunner

2. There is a runner on first base. The batter hits a fair bouncing ball to the third baseman who throws it over the head of the second baseman.
   Batter
   Baserunner.

3. There is a runner on second base, one out, and the batter has two strikes. The batter hits a ball which lands outside the third base line but rolls into the infield just as it reaches third base.
   Batter
   Baserunner.

4. There is a runner on second base. The batter hits a long fly over the center fielder's head. The batter overruns first base starting toward the second, but on returning to first base she is tagged with the ball.
   Batter
   Baserunner

5. There is a runner on first base. The pitcher makes an illegal pitch at which the batter swings and misses.
   Batter
   Baserunner

6. There is a runner on second base. A batted ball hits an umpire before passing a fielder. The runner advances toward third base.
   Batter
   Baserunner

7. There is a runner on first base and one strike on the batter. The batter hits a foul fly ball which is caught by the left fielder. After the catch the runner starts for second.
   Batter
   Baserunner

8. There are runners on first and second base, one out, and one strike on the batter. The batter hits a fly ball which is dropped by the pitcher just in front of the pitcher's mound.
   Batter
   Baserunner

9. There is a runner on second, one out, and two strikes on the batter. The batter bunts foul down the third base line. The runner takes third.
   Batter
   Baserunner

10. There are runners on first and second, No outs, and two strikes on the batter. The next pitch bounces on home plate. The runner from first runs to second. The runner on second remains there. The runner from first is tagged while standing on second base. (Consider the runner who was on first as the base runner).
    Batter
    Baserunner

11. There is a runner on second base, one out and two strikes on the batter. The batter swings and misses the next pitch and the catcher drops the ball.
    Batter
    Baserunner.

4. There is a runner on second base. The batter hits a long fly over the center fielder's head. The batter overruns first base rounding toward the second, but on returning to first base he is tagged with the ball.
Batter
Baserunner

5. There is a runner on first base. The pitcher makes an illegal pitch at which the batter swings and misses.
Batter
Baserunner

6. There is a runner on second base. A batted ball hits an umpire before reaching a fielder. The runner advances toward third base.
Batter
Baserunner

7. There is a runner on first base and one strike on the batter. The batter hits a foul fly ball which is caught by the left fielder. After the catch the runner starts for second.
Batter
Baserunner

8. There are runners on first and second base, one out, and one strike on the batter. The batter hits a fly ball which is dropped by the pitcher but in front of the pitcher's mound.
Batter
Baserunner

9. There is a runner on second, one out, and two strikes on the batter. The batter bunts foul down the third base line. The runner takes third.
Batter
Baserunner

10. There are runners on first and second, no outs, and two strikes on the batter. The foul pitch bounces on home plate. The runner from first runs to second. The runner on second reaches home. The runner from first is tagged while standing on second base. (Consider the runner who was on first as the base runner.)
Batter
Baserunner

11. There is a runner on second base, one out, and two strikes on the batter. The batter swings and misses the last pitch and the catcher drops the ball.
Batter
Baserunner.

12. There is a runner on second. The batter hits a fair ball which strikes the runner between second and third base before it is passed a fielder. The runner ducked in an attempt to avoid being hit.
Batter
Baserunner

13. There is a runner on first, no outs. The batter hits the ball to the first baseman. The batter runs 4 feet from the direct line to first base and avoids being tagged. The runner reaches second safely.
Batter
Baserunner

14. There is a runner on second, no outs, three balls and two strikes on the batter. The batter swings and misses the next pitch, but the ball touches her uniform before hitting the ground. The catcher fails to control the ball.
Batter
Baserunner

15. There are runners on first and second, no outs, and three balls on the batter. The next pitch crosses the center of the plate just below the batter's knees.
Batter
Baserunner

16. There is a runner on second, no outs, one strike and one ball on the batter. The batter standing with one foot outside of the box, hits a fair ball over the short stop's head. Runner on second goes safely to third.
Batter
Baserunner

17. There is a runner on first, two outs, and two strikes on the batter. The catcher drops a called third strike.
Batter
Baserunner

18. There is a runner on first base, one out. The batter hits a fair ball. The first baseman juggles the ball in making the play at the base. The runner reaches second safely.
Batter
Baserunner

19. There is a runner on first, no outs. The batter hits a fair ball which is fielded by the first baseman standing on first base. The first baseman throws immediately to the second baseman who catches the ball standing on second base before the base runner arrives.
Batter
Baserunner

12. There is a runner on second. The batter hits a fair ball which strikes the runner between second and third base before it is passed a fielder. The runner ducked in an attempt to avoid being hit.
Batter
Baserunner

13. There is a runner on first, no outs. The batter hits the ball to the first baseman. The batter runs 4 feet from the direct line to first base and avoids being tagged. The runner reaches second safely.
Batter
Baserunner

14. There is a runner on second, no outs, three balls and two strikes on the batter. The batter swings and misses the next pitch, but the ball touches her uniform before hitting the ground. The catcher fails to control the ball.
Batter
Baserunner

15. There are runners on first and second, no outs, and three balls on the batter. The next pitch crosses the center of the plate just below the batter's knees.
Batter
Baserunner

16. There is a runner on second, no outs, one strike and one ball on the batter. The batter standing with one foot outside of the box, hits a fair ball over the short stop's head. Runner on second goes safely to third.
Batter
Baserunner

17. There is a runner on first, two outs, and two strikes on the batter. The catcher drops a called third strike.
Batter
Baserunner

18. There is a runner on first base, one out. The batter hits a fair ball. The first baseman jungles the ball in making the play at the base. The runner reaches second safely.
Batter
Baserunner

19. There is a runner on first, no outs. The batter hits a fair ball which is fielded by the first baseman standing on first base. The first baseman throws immediately to the second baseman who catches the ball standing on second base before the base runner arrives.
Batter
Baserunner

20. There is a runner on first base, no outs, 2 balls and 2 strikes on the batter. The pitcher intentionally rolls the ball while in pitching position.
Batter
Baserunner

21. There is a runner on first, no outs, and two strikes on the batter. The batter hits a foul tip. The runner starts for second.
Batter
Baserunner

22. There is a runner on first base, two strikes on the batter. The pitcher pitches while the catcher is standing outside of her catcher's box. The batter swings and misses the pitch.
Batter
Baserunner

23. There is a runner on second, one out, one ball and one strike on the batter. The batter hits a line drive which hits the coacher on first base who is standing in the coacher's box. The runner goes to third.
Batter
Baserunner

24. There is a runner on second, no outs, and 3 balls and 2 strikes on the batter. The base runner leaves her base before the ball leaves the pitcher's hand.
Batter
Baserunner

25. There is a runner on second. The batter swings at the first pitch and hits a ball which passes outside third base and lands foul but rolls into fair territory where it is fielded by the left fielder.
Batter
Baserunner

SOFTBALL PRACTICAL EXAMINATION Judge_____ Date_____

EXAMINEE_____ SCORE_____ EXAMINEE_____ SCORE_____

	COMMENTS	CHECKING	MAX SCORE	SCORE
RECORD AS PLATE UMPIRE				
PRELIMINARY FIELD EQUIPMENT PLAYERS AND CAPTAIN GROUND RULES EXPLAINED UMPIRE INSTRUCTED SCORERS INSTRUCTED			5	
DECISIONS: REGARDING PITCHED BALLS (BALLS, STRIKES, ILLEGAL PITCHES.) REGARDING BATTED BALLS (FAIR, FOUL, FLY, INFIELD FLY, BALL HITTING BATTER) REGARDING SAFETY OF RUNNERS (THIRD, HOME, INTERFERENCE) REGARDING SAFETY OF BATTERS			40	
POSITION (USE SUBJECTIVE JUDGMENT)			5	
RECORD AS BASE UMPIRE				
DECISIONS: REGARDING SAFETY OF RUNNERS (FIRST, SECOND, INTERFERENCE) REGARDING SAFETY OF RUNNERS (AN APPEAL PLAY) REGARDING ILLEGAL PITCHES (RESPONSIBILITY SHARED WITH PLATE UMPIRE)			25	
POSITION (USE SUBJECTIVE JUDGMENT			10	
GENERAL HANDLING OF THE GAME (BOTH POSITIONS)				
USE OF SIGNALS			3	
SPEED IN MAKING DECISIONS			2	
COOPERATION WITH OTHER UMPIRE			2	
MANNER IN REGARD TO ITS EFFECT ON THE GAME			5	
APPEARANCE			3	
TOTAL			100	

Sample Softball Score Sheet

_____ vs _____

Players	Pos.	1	2	3	4	5	6	7					
Quane	3	6-4 ①/W	① F4	♦ E6		① 5-3							
Sub.													
Smith	6	♦ FC	♦ ⁝	⁊ ⁝		② 2-3							
Sub.													
Adair	4	♦ ⁝	② K2	② F5		6-4 ③ 1-							
Sub.													
Unger	7	♦ E9	♦ ⁝	③ K2		/FC							
Sub.													
Nelson	8	⁊ -	1-		① 2-3								
Celander	2	1-3 ②/S.H.	③ K2										
Sub.													
Gould	5	/KE2		♦ ⁝	1-								
Sub.													
Jones	9	③ K2		♦ -	③ K2								
Sub.													
Lewis	1		♦ W	① F3		♦ =							
Sub.													
Sub.													
Summary	Runs	3	3	3	0	1							
	Hits	2	3	3	1	1							

Umpire _____ _____ Scorer _____

Umpire _____ _____ Date _____

K (Strike Out)
/W (Walk)
F- (Fly Out)
E (Error)
K,E2 (Missed 3rd Strike)
F.C. (Fielder's Choice
S.H. (Sacrifice Hit)

② (No. Of Outs)
1- (One Base Hit)
>⁝ (Two Base Hit)
⁊⁝ (Three Base Hit)
♦⁝ (Home Run)
♦ (Completed Run)
= (End of inning)

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